



Motlow State EMS Education

Motlow State Community College

225 Cadillac Lane

McMinnville, TN 37110

2021 Governors Investment in Technical Education (GIVE 2.0)

EMS Education Expansion

Motlow State Community College IN PARTNERSHIP WITH:

1. Warren County Chamber of Commerce
2. Warren County Schools
3. Upper Cumberland EMS, Warren County Government

Funding Requested: \$1,000,000

Houston Austin, Project Director

Kenny Moffitt, Project Co-Director

Tammy O'Dell, Grant Administration

Dr. Michael Torrence, President Motlow State Community College

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Notice of Intent to Submit

Fiscal Agent (School Name): Motlow State Community College

Lead Entity: Motlow State Community College

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Title of Proposed Project: EMS Education Expansion

Proposed K-12 Partner(s): Warren County High School - Tracy Risinger

Proposed Local Workforce or Economic Development Agency Partner(s): McMinnville-Warren County Chamber of Commerce

Proposed Employer Partners: Upper Cumberland EMS Directors; Warren County Government

Proposed Funding Requested: 1000000

Submission

Abstract
Dual Enrollment EMT Basic

Motlow State Community College and our partners, Warren County High school and the Warren County Chamber of Commerce are uniting to propose a dual enrollment EMT Basic project that aligns with Tennessee's Drive to 55 Initiative to increase post-secondary educational attainment in our state to 55% by 2025. The GIVE-EMT Basic project aids in reaching Drive to 55 goals through the creation and expansion of pathways between secondary and post-secondary institutions by: 1) expanding Motlow's current middle college EMS program into an additional local high school; and 2) by providing education that will allow students to graduate with their certificate of completion in the EMT Basic program. This program includes in-demand skills that the industry requires as indicated in multiple data sources including the Tennessee Higher Education Commission's Labor Supply and Demand Report, the Tennessee Department of Labor and Workforce Development's Jobs4TN database as of August 31, 2021, and the United States Department of Labor's Bureau of Labor Statistics employment projections database.

Section 1 – Demonstration of Need

This project aligns with Drive to 55 goals by offering students at Warren County High School educational programming in the Emergency Medical Technician (EMT) field over the 30-month grant period. Thirty-six students are expected to earn Dual Enrollment (DE) credit that transfers to Motlow State Community College (MSCC) or other Tennessee Board of Regents (TBR) institutions. Upon entry to this program, students can complete an EMT Basic program within twelve months / one year. After successful completion of the program, they will be on pace to complete their AEMT and Paramedic up to an A.A.S. Paramedic during the following five semesters. Many EMTs use their experience and training to advance into other

healthcare professions; an EMT license is often the first step in creating a healthcare career pathway or ladder for some. Additional alignment with local and regional workforce needs are reflected in data sources including Jobs4TN and the 2021 Academic Supply and Occupational Demand report; this information is included in Appendix A.

Jobs4TN indicates only 41 candidates are available to fill 307 job openings for emergency medical technicians and paramedics as of August 31, 2021. Given the current COVID-19 pandemic along with natural disasters that occurred in the area in the past twelve months, highly trained emergency services professionals are critically needed. According to the U.S. Bureau of Labor Statistics (BLS), the job outlook for emergency management personnel should grow by eight percent through 2026. Services provided by emergency management professionals are crucial to the preparation for and mitigation of emergency situations.

Additional local data sources including Upper Cumberland Workforce (UCW), the Local Workforce Development Area (LWDA) that serves Warren and surrounding counties, indicates in its Local Plan 2020-2022 and Regional Plan 2020-2022 that healthcare professionals are among some of the most in-demand sectors of the workforce. Each of the UCW reports referenced is included in Appendix A.

This program will educate thirty-six students over a thirty-month period in the high school setting. Successful completion of this program followed by successfully passing their NREMT Cognitive Exam will be eligible for employment at local EMS services. This will allow EMS services to hire these students more quickly, thus filling vacancies in their services sooner and placing qualified pre-hospital care providers on ambulances or in other areas where they are needed.

Dual-enrollment programs have been the subject of a host of research and peer-reviewed literature. Studies demonstrate a notable list of benefits linked to the student, the participating high school, and the host college (Motlow), as well as to DE families, and communities where DE is well-supported. DE has been linked to: 1) Higher Graduation rates, 2) increased engagement of underserved populations, 3) higher cumulative GPAs for first time, full-time college students, 4) increased college graduation rates, 5) increased on-time graduation rates, 6) reduced time to completion of a college degree, 7) tuition savings cost, 8) increased likelihood that students will enroll in an institution of higher education after high school graduation.

EMT dual enrollment has the unique capacity to launch a student's college career. It's short-term, summer-option semester plan allows students to become early college completers in a matter of months -- a single semester. With an EMT license in-hand, they have the ability to earn-while-they-learn. Consequently, true to research findings, DE students who complete the Motlow EMT program are highly likely to persist in college and often advance to our EMS program.

Many students consider EMT to be a gateway to stable employment with benefits. This makes EMT tracks great choices for students who: 1) Need to establish financial independence quickly, 2) Need employment to supplement Promise, Reconnect or other scholarships, 3) Seek employment opportunities with flexible shifts that accommodate their college schedules.

Research also demonstrates that the completion of a first-generation college student serves to alter the future family. The likelihood of others in the family going to college increased the probability of children of first-time college students also attending. Motlow's EMT program is a powerful tool in creating that first generation success because it's timeline is so compact.

Section 2 – Program Plan

As noted in the Jobs4TN report there is significant need for prehospital providers. This program could eliminate some of the strain and employers could fill some of the voids over the next 30 months. Training pre-hospital care providers while in high school will allow these students to graduate high school with an EMT Basic Certificate and be well on their way to achieving their AEMT certificate and eventually their Paramedic certificate or A.A.S. Paramedic Degree. This initiative will place advanced care providers in positions to care for patients much earlier than before. This project also allows students to complete the entire A.A.S program within the designated timeframe for TN Promise funding. Previously, students were unable to complete the program in full due to time constraints and were forced to pay for one semester out of pocket. This program will allow students to take EMT Basic in high school and even one general education requirement in their junior or senior year. They can then follow up with AEMT during the fall semester after graduation from high school. General education requirements can be fulfilled during the spring semester then they can complete the Paramedic program during the following three semesters. Currently, there is no program of this kind in the middle Tennessee area that allows high school students to graduate with a certificate in Emergency Medical Technician – Basic. This program could be a model for future schools in other distressed areas to assist with their economic growth. This program could also reach a demographic that may have never considered healthcare as a possible career choice as several medical professions take many semesters of post high school graduation to achieve. The following phases will demonstrate focus areas and learning outcomes for the EMT Basic program.

EMT Basic - Phase 1

Focus Areas	Activities	Practical Application	Learning Outcomes
Medical / Trauma Assessment	Didactic and practical hands-on training for medical and trauma emergencies	Introduce key concepts and treatments to develop real world application for emergencies	Develop ability to recognize and treat medical and traumatic emergencies., enhance critical thinking, problem solving and decision-making skills
Skills Training	Individual skills training to hone skills used in the field	Introduce multiple skills for treatment of emergencies	Introduce basic level skills such as splinting, bandaging, CPR, oxygen administration, childbirth, patient assessment
Clinical Training	In person field internship rides	Learn in real world situations how to manage scenes, interact with patients, and provide emergency care in the field	Assist with treatment of real patients in actual emergency settings with guidance and supervision from trained, licensed EMS providers
Augmented Reality	Use apps and hardware to expose students to AR experiences and create	Spark student curiosity to explore / embrace AR	Improves critical thinking skills, questioning, evaluation and testing

See detailed timeline in Appendix D.

Curriculum for EMT Basic in the first phase shall consist of introduction to medical and traumatic emergencies. This will allow students to gain a better understanding of illnesses and injuries they will encounter in the field. They will also be introduced to basic level lifesaving skills such as CPR, splinting, bandaging, assisting with medications, and oxygen administration. They will become familiar with proper use of all equipment to be successful as they provide care in the field. After competency checks by the lead instructor, they will be released for in person

clinical rotations at local EMS agencies for real-world education during actual EMS calls. They will be supervised by licensed, trained EMTs, AEMTs and Paramedics. This will allow these students to gain critical thinking, problem solving skills as well as learn about scene and patient management.

Students will also be introduced to augmented reality (AR) technology that will allow them to gain experience with more critical patients in a simulated environment to aid in their decision-making, problem-solving abilities. This gives students a place to work on critically ill patients in a safe environment with the ability to stop, ask questions and develop skills needed to excel in emergent situations.

EMT Basic - Phase 2

Focus Areas	Activities	Practical Application	Learning Outcomes
Medical / Trauma Assessment	Didactic and practical hands-on skills training for medical and trauma emergencies	Introduce key concepts and treatments to develop real world application for emergencies	Develop ability to recognize and treat medical and traumatic emergencies. Enhance critical thinking, problem solving and decision-making skills
Skills Training	Individual skills training to hone skills used in the field	Introduce multiple skills for treatment of emergencies	Introduce basic level skills such as splinting, bandaging, CPR, oxygen administration, childbirth, patient assessment
Clinical Training	In person field internship rides	Learn in real world situations how to manage scenes, interact with patients, and provide emergency care in the field	Assist with treatment of real patients in actual emergency settings with guidance and supervision from trained, licensed EMS providers. Develop problem solving

Graduation of EMT Basic out of Highschool	Completion of course requirements over 12-month period	Allows graduate to be eligible for the NREMT cognitive and practical examination	Develop critical thinking, problem solving, and scene management skills needed for pre-hospital EMS workers
NREMT Practical Exam Completion	Completion of NREMT Practical Examination for EMTB	This is the final step for student to be eligible to sit for the NREMT Cognitive Exam	Displays student abilities to take cognitive knowledge and place practical application to given knowledge
Job Placement	Introduce job opportunities to students during phase 2	Students that complete NREMT Cognitive and Practical Examination are eligible to be employed as a licensed EMT Basic in the State of TN	Allows student to utilize licensure to provide care for patients in the pre-hospital environment in a variety of careers to include EMS, hospitals, clinics, factories

Phase 2 shall consist of more advanced in-depth knowledge of medical and traumatic emergencies. This will continue to develop the base understanding of key concepts to emergency medicine in the pre-hospital environment. Skills practice and ongoing assessment building will continue throughout the second phase of the course. Clinical rotations will continue during the second phase and will be complete before graduation from the program.

Once the student completes all didactic, skill and clinical requirements they shall be eligible to graduate from the program, thus earning them the ability to take the NREMT practical (skills) exam. Once they have successfully completed the practical exam, they will be eligible to sit for the NREMT cognitive exam. These exams, once successfully complete, will grant the individual student the ability to request a TN State EMT- Basic license. Once that license has been applied for and granted by the State of TN, the student may be eligible for employment at a variety of employers.

Students who have earned their EMT Basic certificate and ultimately their licensure are an asset to other employers even outside of the EMS profession. Factories, schools, private companies, and public companies may benefit from having an Emergency Medical Technician on their staff. This will allow students to take their EMT certificate/licensure anywhere including employers that may have a first response program embedded in their company the way Bridgestone does in the Warren County area. These students are also much more competitive for other slots in highly selective programs such as nursing, physical therapy, physician assistant programs. An increasing number of students use EMT and EMS employment to put themselves through medical school. These credentials are also gaining recognition as valuable adjunct credentials to seemingly unrelated fields. For example, an engineer with EMT/EMS licensure is valuable to a host of research and experimental programs where safety can be a concern. Adventure travel guides are more likely to earn higher wages at companies when they have EMT/EMS credentials.

EMTs and EMS professionals find a host of career advancement opportunities including emergency room technicians, industrial health, and safety officers. These graduates also find opportunities in the arena of television and sports entertainment working for production companies, colleges, as well as professional sports teams such as the NFL, NHL, and the NBA. Once the student understands the flexibility and applicability of EMT training, they are motivated to become a completer and often persist through AAS degrees.

Recruitment of underrepresented student groups shall be addressed by dissemination of brochures in one or more languages other than English. These brochures may include program information on progression through the program toward AEMT and Paramedic as well as fulfilling their requirements for their A.A.S. Paramedic Degree. These brochures will allow

students and parents to better understand how to complete the entire program. It will provide direction on course progression from EMT Basic through completion of A.A.S. Paramedic under the Drive to 55 goals. Other recruitment efforts shall include recruitment by guest speakers that are from underrepresented populations themselves. We shall also review and analyze digital and printed marketing materials to ensure African American, Hispanic, and other underrepresented populations are included.

Motlow State has identified a host of EMT/EMS parallel field success stories. Next spring, plans are underway to launch a unique marketing campaign: From EMT to Anywhere. Key messages of the program will focus on the competitive advantage and nimble career pivots possible with EMT/EMS credentials. The goal of the planned communications outreach will be to encourage more high school students to explore EMT training and to consider an EMS degree plan. The campaign will focus on the benefits of Dual Enrollment in general and the power of EMT/EMS training specifically. The central message for the campaign will be: Give Us A Summer and We'll Give You A Career. The campaign will feature a variety of parallel majors that can easily be turbo-charged with EMT/EMS credentials. The campaign will supplement the outreach work associated with this GIVE 2.0 request, but the costs of the campaign will be funded by Motlow.

This project will be led by Houston Austin, EMS Director at Motlow State Community College. Meetings for updates, guidance, and decision making shall be held quarterly in the months of March, June, September, and December. It shall be governed by a steering committee made up of the following individuals: Kenny Moffitt, Larry Flatt, Sally Pack, Walter McCord, and Dr. Tony Millican. Day-to-day operation shall be overseen by the grant coordinator that will be hired to administer the grant funding and handle daily operation of the grant. All information

shall be brought to the director, and should issues arise where decisions must be made, these will be addressed by the steering committee at the quarterly meeting, or if issues are urgent, an emergency meeting may be called.

This program shall consist of two educational blocks five days a week. Each block will consist of either didactic (lecture of material) or practical (skills) components. The program will be coordinated by the lead Instructor Coordinator hired for the position. Students shall also be supervised by the lead Instructor Coordinator while in each educational block. Learning plans are standard to the program. Each student is measured by comprehension and application of learning outcomes outlined in the syllabus. Individual plans will be developed based on the needs of each individual student as they arise. Coordination with disability and counseling services for individual accommodations will be made on an individual basis for the benefit of the student and will be modified accordingly. Clinical rotations shall be done on the weekends throughout the school year after they have reached a point where they are competent in basic level skills and assessment abilities.

Measurement of learning outcomes will be done through didactic, practical, and affective domains. Each student will be evaluated through, testing, quizzes, skills evaluations as well as behavior, attendance, and adherence to uniform policy in the clinical setting. These grades will cumulatively determine the student success in the program as all sections are corequisites of each other for overall successful completion of the program.

Each student will be evaluated monthly to record their progress through the program. Attendance will be recorded. Evaluations will consist of current didactic grade, skills grade, clinical performance, and affective grading. The lead instructor will record individual student progress, successes, areas of improvement, and plan for improvement. This will include any

issues that may affect the overall success of the student in the program such as poor attendance, unsatisfactory didactic, skills or affective performance.

All equipment purchased for individual skills, soft equipment, patient assessment, and treatment of medical and traumatic emergencies shall be housed in an enclosed trailer that will be secured with exterior locking devices. PerSim augmented reality equipment will be utilized to introduce augmented reality for patient assessment to multiple students at one time. This will allow students to see patient conditions in real time in a safe environment with visual results being seen with treatment. Mobile EMS simulators will be utilized to create real world transport opportunities with assessment, management and treatment while transporting to the hospital. This technology will allow students to experience successes, challenges and critical thinking opportunities while traveling to the hospital in the ambulance. This simulator has minimal maintenance needs as it experiences minimal travel time compared to actual ambulances which require annual maintenance. ISimulate monitors will be used for treatment of cardiac arrest patient simulations as well as automated vital signs. This equipment is taken to the bedside of the patient or inside of the residence to take the treatment to the patient opposed to taking the patient to the treatment.

Contingency Plan:

Risk	Probability	Preparation	Response
Change in Leadership	Possible	<ul style="list-style-type: none"> • Upon grant award, a succession plan for leadership will be drafted 	<ul style="list-style-type: none"> • Notify THEC • Notify stakeholders • Implement succession plan protocol
Change in Staffing	Likely	<ul style="list-style-type: none"> • All project artifacts/data 	<ul style="list-style-type: none"> • Notify THEC

		will be housed on a cloud-based, mobile app & sharable with K-12, Workforce, & Industry stakeholders	<ul style="list-style-type: none"> • Notify stakeholders of changes • Host a debrief w/ new staff • Introduce new staff to all grant partners w/in two weeks
Natural Disaster	Possible		<ul style="list-style-type: none"> • Notify THEC • Contact stakeholders & convey challenges • Follow institutional natural disaster protocol
Other/Unforeseen	Possible		<ul style="list-style-type: none"> • Notify THEC • Communicate w/ stakeholders

Section 3 – Strength of Partnerships

Partnerships are at the heart of the Dual Enrollment EMT Basic project including the following stakeholder: Warren County Schools. Appendix C contains the Memorandums of Understanding from each K-12 system and industry partner outlining specific roles and responsibilities. Letters of support from other local organizations and other officials are also included in Appendix C.

Section 4 – Budget Plan

The funding requested through this proposal aligns with the GIVE 2.0 Request for Proposals (RFP) guidelines and the activities to be carried out through the project. The goal of the project is to develop an EMS dual enrollment program at Warren County High School. Funds will be used to procure equipment necessary for students to learn, earn credit, and eventually become EMTs. The salary and benefits for a full-time instructor and a part-time project coordinator are also included in the funding request. The detailed budget along with corresponding narrative are included in Appendix B.

The projected budget for the Dual Enrollment EMT Basic in the Warren County High school is \$966,157.00, including in-kind services of \$29,910.00 for a total project cost of \$996,067.00, and consists of the following components: 1) equipment including EMS training equipment, mobile simulators, high fidelity manikins, a trailer and vehicle to tow mobile simulator into position as needed, 2) hiring a part-time project consultant to help facilitate the project between all partners, 3) salary and benefits for the addition of an EMS instructor for the Warren County School System, 4) reimbursement for student certification costs, and 5) in-kind services are project leadership and oversight fees. Appendix B contains a detailed budget with narrative.

Section 5 – Sustainability beyond the Grant Period

The framework for this program will be sustainable well beyond the 30-month period. With equipment that will be purchased, instructors who will be hired, and structure of the course, this class will be able to survive for many years to come. Most equipment will last well beyond the 30-month period and require little to no maintenance. Much of the equipment will be reusable, therefore it can be cleaned, sanitized, and used for future classes past the grant period.

Minimal routine maintenance on equipment such as the simulators will be done. This will include cleaning, sanitizing, bulb changes for lighting, etc. Warren County Schools will continue to supply classroom space as needed for the continuation of the course, while Motlow State EMS will continue to provide instructor, equipment and oversight of the course following TN State EMS Rules and Regulations.

Communication beyond the grant period will be directed through the Motlow State EMS Program. Motlow State EMS and the stakeholders will maintain constant contact about needs, updates, growth, and outcomes of the overall program maintaining student confidentiality set forth by FERPA. The Warren County High School will communicate with Motlow EMS regarding students that may be interested in the EMT Basic Program for their senior year. This includes incoming freshmen students who choose a health sciences pathway for a clearer identification process for recruitment of future EMS Students.

Long term maintenance of equipment will be handled by Motlow State EMS on an as needed basis. This includes all maintenance for non-disposable items such as simulators, manikins, splinting equipment, and electronics. All items that are not disposable will be kept clean and in good working order or replaced as necessary should accidental damage occur through normal use of the equipment. Equipment will be inspected routinely and any issues with equipment such as damaged items will be brought to the EMS director for replacement consideration as needed to continually educate the students without interruption in the course.

Section 6 – Economic Status Acknowledgement

Motlow is recognized as the state's leader in Dual Enrollment. Our college serves more dual enrollment students than any other in Tennessee, including four-year universities. As the

state's subject matter experts on cultivating student DE interest, Motlow succeeds by working to help students and their families understand the impact and value of early college experiences.

This project creates the first Dual Enrollment EMT Basic Program in the middle Tennessee area. This allows students to begin the process for students desiring a profession in the EMS field to start prior to exiting high school. Warren County is currently listed as an Appalachian Regional Commission (ARC) at-risk economic status. This proposal has the potential to help the county continue to improve its economic status. Please see the maps in Appendix E.

APPENDIX A- Cover Sheet

Motlow State Community College

2021 Governor's Investment in Technical Education (GIVE 2.0),
EMS Education Expansion

Motlow State Community College IN PARTNERSHIP WITH:

1. Warren County Chamber of Commerce
2. Warren County Schools
3. Upper Cumberland EMS, Warren
County Government

Houston Austin, 225 Cadillac Drive,
McMinnville, TN 37110

931-265-8453

haustin@mscc.edu

Funding requested:

\$1,000,000.00

President, Motlow State Community College

Project Director, Motlow State Community College



Dr. Michael Torrence



Houston Austin



**Academic Supply and
Occupational Demand Report
2021**

TN Department of
Labor & Workforce
Development

THECATSAC

Table A 2: Top 10 Income Earners by CIP Code, Associate's

CIP Code	CIP Title	Number of Awards	Employed %	Estimated Annual Wage
510904	Emergency Medical Technology/Technician (EMT Paramedic).	33	96.97%	\$60,942
470303	Industrial Mechanics and Maintenance Technology.	10	100.00%	\$54,738
150613	Manufacturing Engineering Technology/Technician.	14	100.00%	\$54,546
320111	Workforce Development and Training.	6	83.33%	\$52,940
150614	Welding Engineering Technology/Technician.	16	75.00%	\$52,785
513801	Registered Nursing/Registered Nurse.	776	88.02%	\$50,809
430203	Fire Science/Firefighting.	28	89.29%	\$48,926
150000	Engineering Technology, General.	187	78.61%	\$48,852
520299	Business Administration, Management and Operations, Other.	12	83.33%	\$46,902
510908	Respiratory Care Therapy/Therapist.	63	96.83%	\$45,562

Source: TN Dept of Labor and Workforce Development, WIR²ED Div.; P-20 Longitudinal Database, 2018-19

Table A 3: Top 10 Income Earners by CIP Code, Bachelor's

CIP Code	CIP Title	Number of Awards	Employed %	Estimated Annual Wage
513818	Nursing Practice.	13	69.2%	\$92,641
430302	Crisis/Emergency/Disaster Management.	20	65.0%	\$82,933
440401	Public Administration.	56	91.1%	\$81,302
513805	Family Practice Nurse/Nursing.	15	60.0%	\$74,646
130499	Educational Administration and Supervision, Other.	14	92.9%	\$72,249
521301	Management Science.	19	84.2%	\$64,724
522001	Construction Management.	42	64.3%	\$64,275
131299	Teacher Education and Professional Development, Specific Levels and Methods, Other.	37	83.8%	\$62,777
111005	Information Technology Project Management.	8	62.5%	\$62,047
141001	Electrical and Electronics Engineering	183	47.5%	\$62,045

Source: TN Dept of Labor and Workforce Development, WIR²ED Div.; P-20 Longitudinal Database, 2018-19



Emergency Medical Technicians and...

Tennessee

[View Full Report](#)

Emergency Medical Technicians and Paramedics [Video](#) - Assess injuries, administer emergency medical care, and extricate trapped individuals. Transport injured or sick persons to medical facilities.

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.



Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Must be flexible	<u>52</u>
Medication administration	<u>49</u>
Communicate with receiving facility	<u>48</u>
Providing age specific care	<u>48</u>
Collaborative skills	<u>47</u>

Source: Online advertised jobs data

Top Employers Posting Jobs

Employer Name	Job Openings
Lifeguard Ambulance Service LLC	<u>29</u>
Covenant Health	<u>23</u>
Priority Ambulance	<u>22</u>
Grifols Inc.	<u>17</u>
HCA Healthcare, Inc.	<u>15</u>

Source: Online advertised jobs data

Advertised Tools and Technology

Advertised Detailed Tool or Technology	Job Opening Match Count
Personal protective equipment	<u>102</u>
Electrocardiography (EKG) Monitor	<u>51</u>
Splints	<u>34</u>
Ambulances	<u>26</u>
Protective eyewear	<u>25</u>

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
American Heart Association (AHA) CPR & First Aid Certifications	<u>624</u>
National Registry of Emergency Medical Technicians (NREMT)	<u>389</u>
Nursing Credentials and Certifications	<u>209</u>
National Association of Emergency Medical Technicians (NAEMT) Certifications	<u>117</u>
Association of Public-Safety Communications Officials (APCO) Certifications	<u>12</u>

Source: Online advertised jobs data

Supply and Demand

0.13

Candidates available per job opening.
41 Candidates | 307 Job Openings

Job Source: Online advertised jobs data

Candidate Source: Individuals with active résumés in the workforce system.

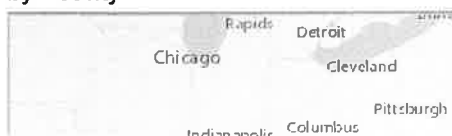
Real-time Wages

not available

Average annual wage posted in jobs advertised online on August 31, 2021

Source: Online advertised jobs data

Advertised Job Openings in Tennessee by County



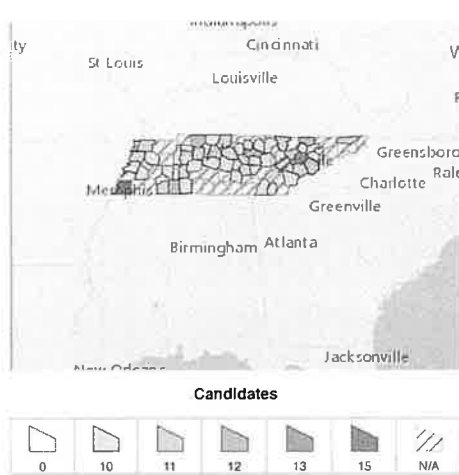
Potential Candidates in Tennessee by County



[Chat](#)



Source: Online advertised jobs data



Source: Individuals with active résumés in the workforce system.

Projected Annual Openings

552

4% of the 15,723 total estimated annual openings in **Healthcare Practitioners and Technical occupations.**

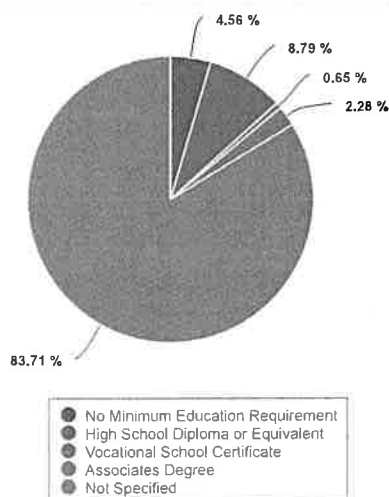
Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI

Industries by Employment

Industry Title	Estimated Employment
<u>Other Ambulatory Health Care Services</u>	2,301
<u>Offices of Physicians</u>	38
<u>Warehousing and Storage</u>	Confidential
<u>Motion Picture and Video Industries</u>	Confidential
<u>Accounting, Tax Preparation, Bookkeeping, and Payroll Services</u>	Confidential

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI

Education Requirements on Advertised Jobs



Source: Department of Education

QuickFacts

Warren County, Tennessee

QuickFacts provides statistics for all states and counties, and for cities and towns with a *population of 5,000 or more*.

Table

All Topics

Warren County,
Tennessee

Population estimates, July 1, 2019, (V2019)	41,277
PEOPLE	
Population	
Population estimates, July 1, 2019, (V2019)	41,277
Population estimates base, April 1, 2010, (V2019)	39,824
Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019)	3.6%
Population, Census, April 1, 2020	40,953
Population, Census, April 1, 2010	39,839
Age and Sex	
Persons under 5 years, percent	▲ 5.9%
Persons under 18 years, percent	▲ 23.3%
Persons 65 years and over, percent	▲ 17.9%
Female persons, percent	▲ 50.3%
Race and Hispanic Origin	
White alone, percent	▲ 92.9%
Black or African American alone, percent (a)	▲ 3.8%
American Indian and Alaska Native alone, percent (a)	▲ 0.5%
Asian alone, percent (a)	▲ 0.9%
Native Hawaiian and Other Pacific Islander alone, percent (a)	▲ 0.1%
Two or More Races, percent	▲ 1.8%
Hispanic or Latino, percent (b)	▲ 9.4%
White alone, not Hispanic or Latino, percent	▲ 84.6%
Population Characteristics	
Veterans, 2015-2019	2,378
Foreign born persons, percent, 2015-2019	6.2%
Housing	
Housing units, July 1, 2019, (V2019)	18,053
Owner-occupied housing unit rate, 2015-2019	69.5%
Median value of owner-occupied housing units, 2015-2019	\$112,500
Median selected monthly owner costs -with a mortgage, 2015-2019	\$907
Median selected monthly owner costs -without a mortgage, 2015-2019	\$323
Median gross rent, 2015-2019	\$640
Building permits, 2020	115
Families & Living Arrangements	
Households, 2015-2019	15,727
Persons per household, 2015-2019	2.55
Living in same house 1 year ago, percent of persons age 1 year+, 2015-2019	89.1%
Language other than English spoken at home, percent of persons age 5 years+, 2015-2019	7.0%
Computer and Internet Use	
Households with a computer, percent, 2015-2019	79.8%
Households with a broadband Internet subscription, percent, 2015-2019	70.0%
Education	
High school graduate or higher, percent of persons age 25 years+, 2015-2019	79.5%
Bachelor's degree or higher, percent of persons age 25 years+, 2015-2019	14.5%
Health	
With a disability, under age 65 years, percent, 2015-2019	15.8%
Persons without health insurance, under age 65 years, percent	▲ 15.8%
Economy	
In civilian labor force, total, percent of population age 16 years+, 2015-2019	56.3%
In civilian labor force, female, percent of population age 16 years+, 2015-2019	49.2%
Total accommodation and food services sales, 2012 (\$1,000) (c)	32,310
	114,660

About datasets used in this table

Value Notes

Estimates are not comparable to other geographic levels due to methodology differences that may exist between different data sources.

Some estimates presented here come from sample data, and thus have sampling errors that may render some apparent differences between geographies statistically indistinguishable. Click the Quick Info icon to the row in TABLE view to learn about sampling error.

The vintage year (e.g., V2019) refers to the final year of the series (2010 thru 2019). *Different vintage years of estimates are not comparable.*

Fact Notes

- (a) Includes persons reporting only one race
- (c) Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data
- (b) Hispanics may be of any race, so also are included in applicable race categories

Value Flags

- Either no or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest or upper in open ended distribution.
- F Fewer than 25 firms
- D Suppressed to avoid disclosure of confidential information
- N Data for this geographic area cannot be displayed because the number of sample cases is too small.
- FN Footnote on this item in place of data
- X Not applicable
- S Suppressed; does not meet publication standards
- NA Not available
- Z Value greater than zero but less than half unit of measure shown

QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and f Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

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MIDDLE TENNESSEE REGIONAL WORKFORCE PLAN

Program Years 2020-2022

Northern Middle, Southern Middle and Upper Cumberland

Local Workforce Development Areas


AmericanJobCenter®
TENNESSEE

ECONOMIC AND WORKFORCE ANALYSIS

SECTION A: Analysis

A1. Economic conditions including existing and emerging in-demand industry sectors and occupations.

Middle Tennessee economic conditions are assessed through a cross-reference of multiple data sources. In addition to gathering partner feedback through Planning Council meetings, the Middle Tennessee Planning Council has utilized available data through Economic Modeling Systems Incorporated (EMSI), and the Tennessee Department of Labor and Workforce Development (TDLWD) WIRED Unit. Data and projections from the Combined State Plan were also used to create workforce development strategies that will build on state and national labor market information and projections. The data gathered from these sources provide an accurate and well-rounded assessment of current economic conditions.

The Middle Tennessee region continues to experience rapid population and employment growth, particularly within the Metropolitan Statistical Areas (MSAs) of Clarksville and Nashville. When additional counties were absorbed into the Nashville MSA in 2018, this area grew almost twice as rapidly (3.1 percent) as the state as a whole (1.6 percent) and since that time, has continued to keep a rapid pace. In fact, a 2020 US Census study ranked Murfreesboro and Franklin, two cities within the Northern Middle service area, as among the top fifteen fastest growing large cities in the nation. This data was based upon percentage of population change between 2010 and 2019. The following EMSI data chart shows overall population and employment growth for the region as a whole.

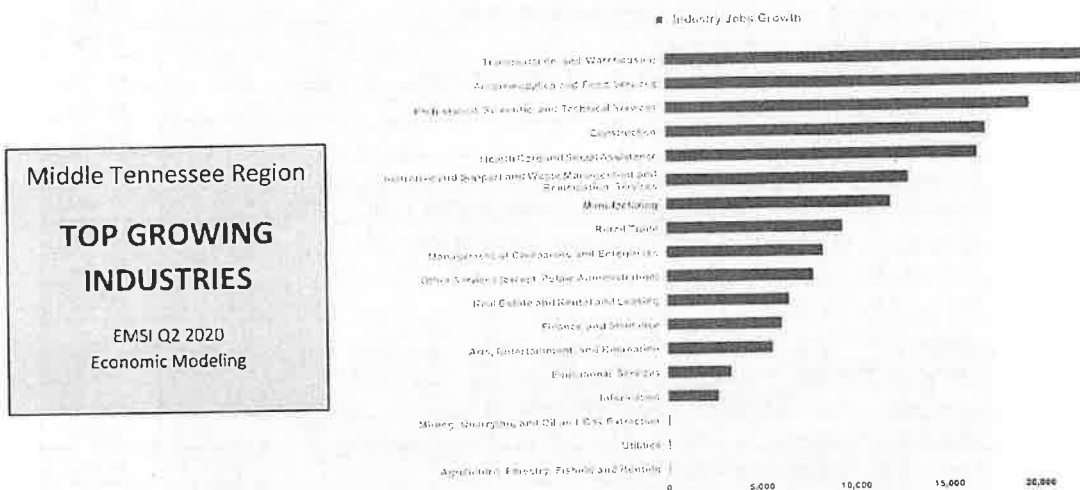
POPULATION (2019)	TOTAL REGIONAL EMPLOYMENT	AVERAGE EARNINGS PER JOB (2019)
2,844,852	1,411,599	\$61,600.00
Population grew by 215,835 over the last 5 years and is projected to grow by 157,243 over the next 5 years.	Jobs grew by 171,504 over the last 5 years and are projected to grow by 131,991 over the next 5 years.	Regional average earnings per job are \$6,900 below the national average of \$68,500 per job.

EMSI Middle Tennessee Economy Overview, 2020

As the population continues to grow, so do employment opportunities for our residents. According to EMSI Economic Modeling, between 2014 and 2019 jobs increased by 13.8% in the Middle Tennessee region from 1,240,095 to 1,411,599. This change outpaced the national growth rate of 7.6% by 6.2%. As the number of jobs increased, the labor force participation rate increased from 59.0% to 64.6% between 2014 and 2019. Middle Tennessee regional pathways priorities of Healthcare, Education, Advanced Manufacturing and IT Technical Services had strong showings throughout the region as largest industries. The Regional Planning Council has worked with Pathways Coordinators and Career and Technical Education (CTE) instructors to develop and train a skilled available workforce within these pathways based upon past demand. Their continued steady presence on top industry data confirms the regional return on investment and proves continued focus on those pathways should remain a priority. Construction and Transportation also ranked high amount largest industries, establishing themselves as strong existing sectors of employment. Entry level construction positions, construction management, transportation drivers and logistics specialists offer various levels of pipeline positions to develop within these fields. Based upon this analysis and consensus of large industry data gathered, the Regional Planning Council will concentrate efforts that support the top existing in-demand industries:

- Construction
- Information Technology
- Advanced Manufacturing
- Healthcare
- Transportation/Logistics
- Educational Services

When looking at projected growth by industry between 2019 and 2024, the top five industries become Transportation, Food Services, IT Technical Services, Construction, and Health Care. With Food Services ranking among both the top industries based upon employment and top growing jobs, this should be a particular focus for the Middle Tennessee Region. This has not traditionally been a training spotlight. However, given its current and expected concentration with the market we must take note to avoid a potential gap in the workforce.



Beyond existing occupations, the Middle Tennessee region is also focused on emerging occupations showing in-demand potential. Our Regional Planning Council will support the in-demand occupations outlined within the State Combined Plan, many which have a particular focus on middle-skill employment. "Middle skill" jobs are those that require more than a high-school diploma but less than a bachelor's degree. The Regional Planning Council has noted occupational projections shown in WIRED Data below display an emphasis on growth within middle-skill careers. The Middle Tennessee region will incorporate this data into ongoing strategy meetings to further define our region's demand occupation and associated skill demands.

Middle Tennessee Occupational Titles in Demand	Expected Growth (10 year)
Reservation and Transportation Ticket Agents and Travel Clerks	75.3%
Advertising Sales Agents	56.0%
Brokerage Clerks	54.3%
Operations Research Analysts	51.1%
Medical Transcriptionists	49.8%
Home Health Aides	49.4%
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	48.7%
Physical Therapist Aides	48.3%
Statisticians	45.7%
Farmers, Ranchers, and Other Agricultural Managers	44.4%
Physical Therapist Assistants	44.1%
Computer Hardware Engineers	43.2%
Information Security Analysts	42.3%
Tax Preparers	42.2%
Personal Care Aides	41.5%
Maids and Housekeeping Cleaners	40.9%

numbers are expected to decrease as restrictions lift, the Regional Planning Council acknowledges the industry effect will be felt for some time. Adjustments to fit changing needs will be made as identified. But staying the course to continue sector growth for existing and emerging in-demand occupations will continue to be the main objective to workforce recovery.

A.2 Employment needs of employers in existing and emerging in-demand industry sectors and occupations.

As identified through previously discussed data, existing and emerging in-demand industry sectors will focus on occupational sectors of Healthcare, Advanced Manufacturing, Information Technology, Transportation/Logistics, Construction and Educational Services. Each sector has a variety of position fields available, ranging from those requiring a high school diploma for entry to more advanced positions requiring a bachelor's degree or above and minimum years of experience. ESMI Economy Overview 2020 data shows regional educational attainment near the national average. 18.7% of Middle Tennessee residents possess a Bachelor's Degree (0.1% below the national average), and 6.8% hold an Associate's Degree (1.3% below the national average). Supplying workers ready to fill all levels of positions requires active engagement between the Regional Planning Council and regional industry. To better understand and meet needs of employers, Business Services Team members, across LWDA's and partner programs, are utilized to connect with area employers by participating in regional economic development groups. These include training providers, Chambers of Commerce, human resource managers, plant managers, and economic developers to determine high growth jobs and industries that are adding jobs to the local economy. The Business Service Teams and other AJC partner staff work with LWDA Board Staff to utilize labor market information to identify and meet employer needs, especially those identified as in-demand occupations. Information gathered through these connections are reported back to the Regional Planning Council at each quarterly meeting so as to provide responsive adjustments to industry needs. Areas of adjustments can be made through Eligible Training Provider List (ETPL) additions or eliminations, Pathways development, and work-based learning initiatives to cultivate fulfillment of employer needs.

In addition to meeting employer need through sufficient training and education, we must also ensure there are enough workers physically available to fill open positions. Since January 2020, the Middle Tennessee region has maintained a 63% labor force participation rate. This is just slightly higher than the national average of 62% for the same time period. However, recent unemployment rates brought about by COVID-19 have increased this number greatly. It remains to be seen how many workers will be permanently displaced. However, the Regional Planning Council plans to respond by utilizing the situations of these suddenly displaced workers as opportunities for re-training and occupational betterment to fill in-demand industry needs. Workforce supply is of particular concern with middle-skill workforce within the Middle Tennessee Region. Many of the middle skilled occupations are in short supply of workers as jobs are chronically difficult to fill in manufacturing, logistics, and healthcare. Technical roles in manufacturing, such as computer-controlled machinery operation, commercial and industrial machinery repair, and advanced assembling will be vital to the region's manufacturing backbone. Removing the stigma of "dirty" hands-on type technical positions is a focus of the Regional Planning Council. By partnering with Career and Technical Education (CTE) instructors to provide work-based experiences and hands-on learning opportunities we can expose future workers to the modern reality of middle-skill careers.

A.3 Knowledge and skills needed to meet the employment needs of employers in the region, including employment needs in in-demand industry sectors and occupations.

The Middle Tennessee Region recognizes a need to match educational and skills training to in-demand occupations. Based upon the EMSI data, meeting the knowledge and skill needs of in-demand industry sectors will require an intentional fostering of STEM programs. Positions requiring Science, Technology, Engineering and Mathematics (STEM) skills are prevalent through identified in-demand sectors of healthcare, information technology and manufacturing/engineering. Developing STEM workforce agendas will be critical to the region's continued growth of advanced industries. It remains a significant challenge for the Middle Tennessee Region to fill the supply side of STEM trained workforce supply and demand. The regional task ahead is to align human capacity with employment opportunities. Demand for STEM related fields is currently being addressed within the Middle Tennessee Region through early Pathways development. The Upper Cumberland LWDA has advanced a unique approach to STEM

Individuals with substantial barriers to employment make up a significant portion of the population, and therefore, available workforce. Data included within the Combined State Plan is shown below, breaking down population numbers by LWDA and barriers existing.

LWDA	Number Of American Indians or Alaskan Natives alone	Population Ages 15-19	Population Ages 20-24	Population Ages 55+	Number Below Poverty	Number With Disability	Number of Single Parent Families	Probationers and Parolees
NM	5,863	121,482	137,344	446,987	215,424	127,623	64,553	1,439
SM	1,191	26,669	26,375	132,847	61,964	40,834	14,910	5,373
UC	1,035	21,366	22,884	115,897	61,223	34,073	11,249	4,830

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

LWDA	Community Correction	Mental Health Court Statistics (FY 2018)	Limited English Speaking	*Foster Care Services - Youth Aged Out	Clients In Recovery Courts (2018)	In School Youth Experiencing Homelessness in 2018	TANF 18 Months From Ending Eligibility Total 2017	Number of Veterans in 2018	Number of Veterans in 2019
NM	1439	38	18,016	203	586	7,340	506	43,870	43,072
SM	540	28	1,492	93	148	334	134	91,070	89,848
UC	362	n/a	1,354	80	234	1,487	86	40,016	39,483

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Concerning educational attainment, 18.7% of residents possess a Bachelor's degree and 6.8% hold an Associate's Degree. Again, these are just slightly below national average. Programs like TN Reconnect and TN Promise are working to bring these number up. Our educational pipeline has remained stable over the last 5 years with the highest share of graduates coming from Liberal Arts and Sciences, Registered Nursing, and Business Administration. A distribution of educational attainment across the Middle Tennessee Region is shown on the chart below.

	% of Population	Population
Less than 9 th Grade	5.7%	110,267
9 th grade to 12 th Grade	7.4%	142,709
High School Diploma	31.1%	601,146
Some College	20.5%	396,009
Associate degree	6.8%	132,031
Bachelor's Degree	18.7%	362,260
Graduate Degree and Higher	9.8%	188,707

EMSI, 2020

Section A- Q1. How were all partners involved in providing, analyzing and agreeing on supply and demand data and the targeted sectors/industries/occupations/skills?

The Regional Planning Council includes representatives from WIOA core partner programs and additional partner representatives including Temporary Assistance for Needy Families (TANF), Employment and Training programs under the Supplemental Nutrition Assistance Program (SNAP E&T), Vocational Rehabilitation (VR), Trade Adjustment

- Partnering with TN Reconnect to identify individuals with some college but no credential and co-enrolling them in AJC partner programs when appropriate.
- Assisting employers in enhancing skills of their current workforce through customized training, incumbent worker training, or registered apprenticeships.
- Enhancing services to Adult Education participants through Title I Youth incentives, such as incentives for attending and progressing through classes, and earning a HiSet.

Further initiatives to be considered by the Regional Planning Council include:

- Increasing On-the-Job Training reimbursements for special populations.
- Expansion of Apprenticeship opportunities.
- Enhancing outreach and services to Vocational Rehabilitation participants through Title I Youth Work Experience and / or Adult and Dislocated Worker Transitional Jobs.

Added policy and service implications come through partner programs specifically designed to serve special populations. The Northern and Southern Middle LWDAs both have Ticket to Work programs through the Social Security Administration. Ticket to Work is free and voluntary, supporting career development for Social Security disability beneficiaries age 18 through 64 who want to work. The program is a good fit for recipients who want to improve their earning potential and are committed to preparing for long-term success in the workforce. Ticket to Work offers beneficiaries with disabilities access to meaningful employment with the assistance of Ticket to Work employment service providers called Employment Networks and progresses them to financial independence.

Additionally, Upper Cumberland, Northern Middle and Southern Middle all have Vocational Rehabilitation representatives co-located within their Comprehensive AJCs. Vocational Rehabilitation (VR) is responsible for providing vocational rehabilitation services to eligible individuals with disabilities in Tennessee in accordance with applicable federal and state guidelines. Some services, because of their unique nature, are best provided by VR through Community Rehabilitation Providers (CRP). CRPs provide services such as Vocational Evaluations, Vocational Adjustment, Work Hardening and Job Readiness. Across the State of Tennessee there are a total of seventeen CRPs, with nine being in Middle Tennessee. Those nine county locations are Bedford, Coffee, Franklin, Maury, Montgomery, Putnam, Rutherford, Sumner, and Williamson. In addition to having nine CRP offices, our region houses three Regional Vocational Rehabilitation offices in Columbia, Cookeville, and Smyrna. All three Middle Tennessee LWDAs have Special Targeted Populations/Disabilities committees within their local boards, and a collective Special Targeted Populations Committee exists for the Regional Planning Council. Those committees meet to analyze and discuss local board policies pertaining to special targeted groups and how regional alignment of those policies will better serve our participants. At the regional level, VR staff participates in Local Workforce Development Area partner meetings in planning for local activities, partner collaboration on referrals, services and shared funding, cross informational training, local area plans and AJC funding, employer services and state and local initiatives.

Another special population the Middle Tennessee region serves are Veterans and their spouses. In the Middle Region there are 173,320 veterans, which is above the national average of 159,580 for an area of similar size. All Comprehensive AJCs house staff assigned to specifically serve this special group of participants. In the Northern Middle LWDA, there is a special partnership between Northern Middle Workforce Board and West Kentucky Workforce Board called Campbell Strong Workforce Partnership. Both areas straddle the KY-TN state line and service transitioning soldiers from the Fort Campbell military base. From that partnership came a Specialized American Job Center called Campbell Strong American Job Center in March of 2019. With its \$7.8 million in funding, the opportunities presented under this grant and the establishment of this transition center serve approximately 400 exiting military and eligible spouses each month. The facility co-locates Kentucky and Tennessee career advisers who provide customers with employment resources, training assistance and career counseling. The Fort Campbell Strong Workforce Partnership (CSWP) is a one-of-a-kind program to create a multi-pronged recruitment and training strategy across state lines to increase the skilled assets of the transitioning soldiers and spouses. CSWP staff offer training programs to help service members navigate online networking and job searching to include a professional photograph and the development of a LinkedIn profile.

The assignment of skills to occupations is based on scientifically designed employer surveys by occupational analysts in the Employment and Training Administration at the U.S. Department of Labor. When occupations are growing, the skills in those occupations will be ranked more highly. According to Tennessee Long Term Projections, the five most critical skills that will be required for Middle Tennessee workers through 2026 are active listening, speaking, reading comprehension, social perceptiveness and critical thinking. And while not among the top five, the Regional Planning Council has assessed skills of service orientation must be a forward focus within the region. The rapid growth of service industry jobs such as leisure and hospitality, food service, and customer service occupations will rely on these skills. With Food and Drinking Places earning the number one spot as Middle Tennessee's top industry employer, regional businesses will continue to experience great need for service trained individuals. Increased decentralization of production and service processes require workers to take on more decision-making roles. As processes become more complex and specialized, the need for teamwork and coordination is increasing. The Regional Planning Council will consider possible work-based training initiatives within the service industry to assist employers in meeting entry level needs, as well as training management positions.

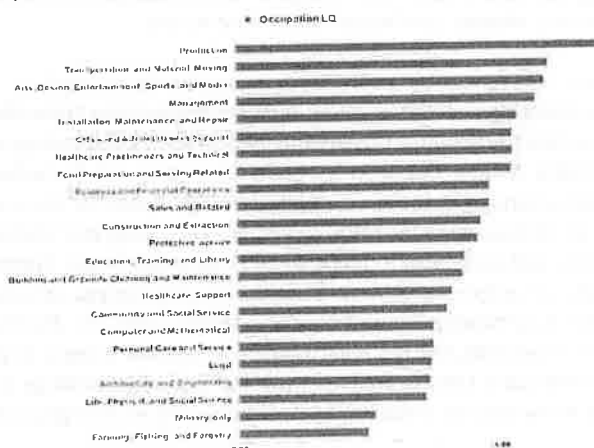
Section A-Q5 (a). What sectors/industries/occupations have favorable location quotients?

After reviewing the Middle Tennessee Economy Overview Report provided by EMSI, it was determined that favorable location quotients in the region currently align with top industry sectors listed within the Workforce Analysis section. The favorable location quotients include Production (1.40), Transportation and Material Moving (1.19), Art, Design, Entertainment, Sports, and Media (1.18), Management (1.15), Installation, Maintenance and Repair (1.07), Office and Administration Support (1.05), Healthcare Practitioners and Technical (1.05), Construction and Extraction (0.93) and Education, Training and Library (0.87). Occupations with favorable location quotients include production workers and supervisors, construction laborers, electricians, registered nurses, licensed practical nurses, transportation managers, logistic coordinators, tractor-trailer truck driver, elementary and secondary teachers, computer support specialists, cybersecurity analyst, and web developer.

Section A-Q5 (b). What sectors/industries/occupations have favorable demand projections based on growth?

The location quotient graph below shows Middle Tennessee's concentration of in-demand occupations. This quantifies our industrial specializations and is in line with industry growth projections discussed in the Workforce Analysis section of this plan. Projected growth by industry between 2019 and 2024 show the top five industries become Transportation, Food Services, IT Technical Services, Construction, and Health Care.

Top Occupation LQ



Middle Tennessee Region

**TOP OCCUPATION
LOCATION
QUOTIENTS**

EMSI Q2 2020 Economic Modeling

Advanced Manufacturing and Construction have also been determined to be top in-demand industry sectors for the Middle Tennessee region. Both have existing in-demand occupations as well as emerging in-demand occupations based upon industry development and technology advancement.

- Upper Cumberland has responded to emerging Cyber Security needs through training development. In acknowledging feedback from local up-and-coming technology employer SAIC, the Upper Cumberland partnered with the Overton County TCAT to re-write the Cyber program curriculum to better fit current needs. Students are certification ready upon graduation and ready to be employed with SAIC at an entry level salary of \$50,000.
- Northern Middle has recently partnered with Nashville State Community College on Industrial Readiness Training (IRT). Powered through a GIVE Grant, this program is designed to teach skills necessary for Advanced Manufacturing careers. Atlas BX, an automotive battery manufacturer new to the Northern Middle area, has already relied on this IRT program to build their skilled workforce.

The Regional Planning Council will continue to encourage each local workforce board to ensure available training and education support emerging sectors. When emerging industries cite skills gaps within the workforce, the region's training provider partners will be engaged to develop trainings to meet those industry sector needs.

SECTION B: Development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region.

B1. What sectors/industries/occupations/skills are the regional priorities, in order of priority, and how was this determined? Explain how the status of growing, maturing and emerging was factored into the ranking.

For Program Years 2020-2022, the Middle Tennessee region will focus resources into these six priority sectors: Information Technology (IT), Construction, Healthcare, Advanced Manufacturing, Transportation/Logistics, and Education. In terms of priority, it is important to note that a hallmark of WIOA is customer choice. Therefore, while the region will set priority of goals, it is ultimately up to our customers which occupations emerge as top preferences. We can, however, use workforce and economic data to make educated plans for the future based upon predicted sector needs and emerging interests. Feedback from industry representatives and assessments from Business Services Team observations also play into regional decision making. Ultimately, the Regional Planning Council uses this collection of information to determine where the greatest potential for Return on Investment (ROI) lies. Based upon all decision-making factors, the Regional Planning Council ranks priority sectors in the following order:

- (1) Healthcare
- (2) Advanced Manufacturing
- (3) Information Technology
- (4) Construction
- (5) Transportation/Logistics
- (6) Education

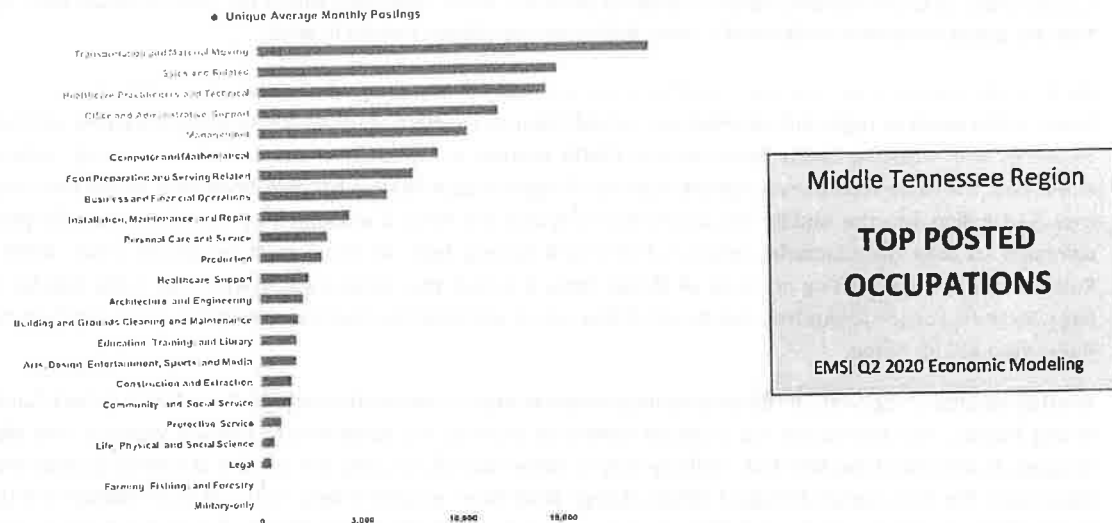
Population variations and demographic differences also necessitate that these rankings may shift order between LWDAs within the region. For example, construction is a growing sector and will be a higher priority for Northern Middle due to its urban status and rapid expansion. Southern Middle and Upper Cumberland are predominately rural and experience a slower community growth rate. Manufacturing facilities are often main employers within their small towns, making Advanced Manufacturing a higher priority in their LWDAs. Healthcare is a shared priority for all three LWDAs, making it the number one ranked regional priority. Healthcare occupations are in-demand across the region and healthcare industries, while mature, are still main employers for all three LWDAs. Information Technology ranked at the third priority based up its emerging status. Promising ROI exists due to technology advancements and increasing virtual needs.

B2. Which employers were engaged and what data was used to determine the development of sector strategy?

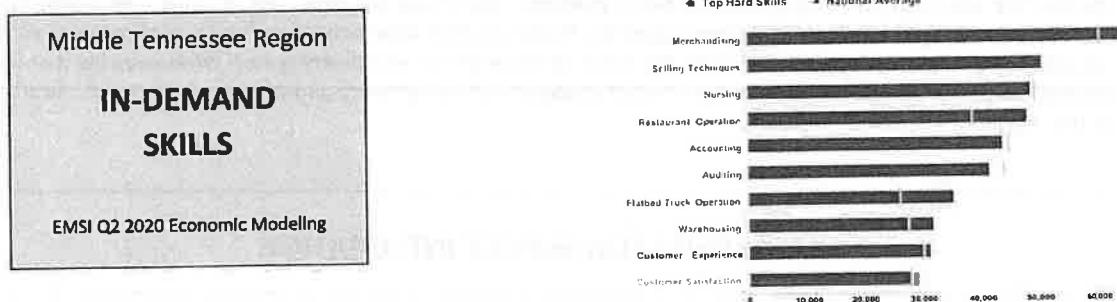
In conjunction with Ernst & Young, the Regional Planning Council created a workforce survey to capture information across the region from employers, Chambers of Commerce, and local board members. Northern Middle has also worked with the Nashville Chamber to conduct a 5-year Plan and distribute workforce survey assessments. Along with those surveys, other forms of previously discussed regional data were gathered from the WIRED Unit, ECD, EMSI, and CERT to determine and develop sector strategies for the Middle Tennessee Region. Additionally, each Local Board is made up of private sector representatives from a variety of groups who give continual feedback on strategy development. Business Services Team representatives stay active in our communities by participating in

posted occupations in healthcare match well to the third highest in-demand skill of nursing. This confirms the regional investment in healthcare sectors and proves it should remain a priority.

Top Posted Occupations



In-Demand Skills



B5. Describe the plans for future strategy development for future sectors. If applicable, discuss the next sectors to be targeted.

Future strategy development will continue to be employer-driven and promote systemic growth to benefit workers of all wage and skill levels, the industry as a whole, and the community at large. The impact of technological, demographic and socio-economic changes will impact the employment landscape and skills requirements of the future. Based upon these factors, existing sector strategies may need to be adjusted as we progress into Program Years 2020-2022. Any need for adjustments or development of new strategies for future sectors will be reviewed by the Regional Planning Council at quarterly meetings. Local boards, One-Stop Operators, and Service Providers in each LWDA will also monitor and report local labor market trends when:

- Approving new providers or programs to the Eligible Training Provider List (ETPL).
- Issuing Individual Training Accounts (ITAs) to fund programs on the ETPL.
- Developing On-the-Job Training (OJT) and Incumbent Worker Training (IWT) contracts.

GIVE Grants- GIVE grants focus on expanding learning opportunities within rural counties. Regional partnerships are encouraged to develop work-based learning and apprenticeship opportunities for secondary and post-secondary learners. GIVE grants were awarded in November 2019 to the following Middle Tennessee educational institutions:

Institution	Amount of Funding	Intent of Grant
Motlow State Community College	\$949,410.00	Teaching Innovative Learning Technologies (TILT)
TCAT Dickson	\$987,699.00	Industrial Readiness Training
TCAT Livingston	\$1,000,000.00	Fabricating a new workforce in Clay County through welding technology.
TCAT Livingston	\$1,000,000.00	Diesel Maintenance
TCAT McMinnville	\$1,000,000.00	Shaping careers through machining
Volunteer State Community College	\$1,000,000.00	Go Tech: Growing opportunities with technology
TCAT Pulaski	\$310,146.00	Welding Program Expansion-Giles County
Columbia State Community College	\$841,320.00	Cyber Defense Mobile
TCAT Hohenwald	\$1,000,000.00	Technical skills to rise above "Distressed to Best"

Apprenticeship Grants- Designed to increase the use of apprenticeship and pre-apprenticeship programs as a dependable workforce strategy for Middle Tennessee companies. The PY 20-22 years expect ample funding for apprenticeships within our region. Regional planning, coordination and cooperation of apprenticeships will be a forward focus of the Middle Tennessee Region in these coming years.

LWDA	Amount of Funding
Northern Middle	\$55,000.00
Southern Middle	\$55,555.00
Upper Cumberland	\$55,000.00

Apprenticeship funds are already being actively engaged throughout our region. For example, Southern Middle has partnered with Columbia State to develop a pre-apprenticeship Lineman program as well as with TCAT-Shelbyville on their Industrial Electrician Apprenticeship. Moreover, the Northern Middle LWDA has appropriated an additional \$300,000.00 of board funds to be used towards CBG apprenticeships.

Consolidated Business Grants- Work based training programs are an effective strategy to provide high-quality employment opportunities to participants, as well as providing skilled workers to meet the needs of area employers. Each LWDA within the Middle Tennessee Region has received the following funds to develop work-based learning and support regional training opportunities:

LWDA	Amount of Funding
Northern Middle	\$200,000.00
Southern Middle	\$210,000.00
Upper Cumberland	\$246,300.00

Rural Initiative Grants- RI Grants bring much needed funding to workforce development in Tennessee's At-Risk and Distressed Counties. The administration of these funds was tailored to the particular needs of individual areas. While each particular strategy is different, all will support and work together to strengthen rural areas within the region. The Tennessee Department of Labor and Workforce Development Commissioner has set Distressed and At-Risk counties as a focus, recognizing they have the greatest number of barriers to enter the workforce system. In

seekers are trained in computer skills and virtual efficiency. As economic changes occur, Middle Tennessee businesses are already reporting the need to adapt business models to survive. One large-market plant based within the Upper Cumberland area has become an early example of successful adjustments. Traditionally a synthetic auto parts supplier, they have now converted their lines to produce synthetics used for N-95 masks. Representatives from this plant have already reached out to workforce representatives for assistance in training for these new skills. The assistance workforce can provide will be invaluable in sustaining this business and keeping their people retained in employment.

Fostering an adaptable workforce will also require assisting the many dislocated workers COVID-19 has produced. Programs for skills upgrade and job search assistance will be supplemented with creative methods for income production. The Middle Tennessee Regional Planning Council will be working towards enhancing strategies to promote entrepreneurial skills training and microenterprise services. As Albert Shapero writes in his book The Dislocated Worker, "Entrepreneurs are not born, rather they *become* through the experiences in their lives." Many individuals within the growing group of dislocated workers will find themselves forced to become their own income. Entering the workforce through entrepreneurship will require individuals to use their skills to create products or services that customers need. Providing a regional framework for innovation and entrepreneurship will guide their efforts to become self-employed, using their business skills to create personal self-sufficiency as well as generate employment for others. This will be accomplished through crucial community partnerships accessed to serve innovation and business development in various stages. Pipeline entrepreneurial skills training will be encouraged through Career and Technical Education instructors as well as secondary school STEM programs. On-the-Job Trainings will be asked to expand and evolve individual interests and inclinations. Once ready to utilize these skills, partnerships with non-profit entrepreneurial offices throughout the region (such as the Biz Foundry in the Upper Cumberland) will aid in business plan development. We will also partner with local Small Business Administrations and area Chambers of Commerce to facilitate successful acquisition of capital to fuel businesses of all sizes.

In assessing the region's strengths and weakness to carry out all aspects of workforce preparedness, several areas of best practices and challenges emerge. Our internal evaluations have identified strong regional alignment in shared training, apprenticeship modeling and increased collaboration. The Regional Planning Council will continue to work through identified weaknesses such as regional communication and varying demographics to be served.

QA2. What existing service delivery strategies will be expanded based upon promising ROI?

Promising Return on Investment (ROI) has been shown regionally within the medically related and manufacturing fields. Due to strong ROI, existing service strategies within those areas will be expanded. The Middle Tennessee region plans to expand its efforts towards the medical field through dual enrollment LPN courses as well as a Kindergarten through Job STEM focus. The keystone of STEM and dual enrollment training initiatives is ensuring training foci correlates with current and future business demands. The Middle Tennessee Region recognizes a need to match educational and skills training to high demand occupations. Based upon labor market analysis, intentional fostering of STEM programs is necessary to meet the future needs of regional businesses. As the region moves forward with greater Pathways to Prosperity development, there will be a heavy emphasis on STEM activities. The regional movement of "Kindergarten through Job" mentality prepares students at an early age to not only make workforce decisions, but also begins early development of STEM related skills. Building a foundation of STEM minded individuals for the next workforce generation is critical to sustaining regional employer needs. Our region is also focusing on more instant gratification of STEM related skills development. Workforce data shows a heavy employer need in Health Sciences, particularly for certified LPNs. The region is responding by working with area TCATs to expand LPN programs. In our rural counties, access to LPN programs has been expanded to IN-School Youth through bussing students to TCATs during the school day in order to earn dual enrollment credits. Many of our TCATs are seeing exponential growth through these dual enrollments in health-related certifications. Similar programs for computer specialist certifications are also thriving as a result of the region working to meet the manufacturing skill needs of employers. Economic modeling has identified two of the top three regional industries as Education and Hospitals (local government), and General Medical and Surgical Hospitals. Each will have a specific need for LPN and other medically trained individuals. Again, this shows a strong need for regional education and training spotlight on medically related fields.

QA3. What new strategies will be used to align regional education and training needs based upon promising ROI? The Regional Planning Council will partner with the Tennessee Department of Labor and Workforce Development, as well as other key stakeholders, to work towards establishing a Virtual American Job Center. A virtual center will allow customers to access staff members and workforce services through technology, rather than scheduling an in-person meeting. Many areas within the region have benefited from state and economic development broadband expansion initiatives- making access to a virtual site possible for the vast majority of residents. The Regional Planning Council envisions the Virtual American Job Center as an innovative and modern strategy to service delivery throughout the region.

Many virtual services are already being provided as workforce and provider staff have been forced to work in Alternate Work Stations (AWS) during the COVID-19 pandemic. Creativity have been key in developing strategies to continue services during this time. Each LWDA has been responsive through providing laptop computers for staff, developing a process for virtual enrollments, monitoring work flow, creating virtual check-ins, and a host of other problem-solving methods. While challenging, this time has proven that a virtual process is not only needed, but possible. Workforce partners have learned to communicate and refer virtually and are creating makeshift integrations to keep services flowing. The Middle Tennessee Region will seek to capitalize on this movement by evaluating where virtual models could benefit AJC processes. One opportunity to be explored is the use of technology to implement an integrated intake system. Creating a combined and unified intake system would not only streamline processes, but would also boost co-enrollments and braiding of services. Additionally, it would facilitate a more uniform experience for participants. At the forefront of any virtual process development will be ensuring that all participants have a simple and effective engagement experience.

Amid the COVID-19 pandemic, we must not only offer virtual services within ourselves. Ailing industries need a workforce response that will push forward and assist in building virtual services to answer regional education and training needs. Higher education institutions have moved all current classes to online models only, with the future of upcoming semesters uncertain. With all in-person meetings cancelled, technical colleges have struggled to provide the "hands-on" learning required for in-demand sectors such as nursing, welding and manufacturing. Work-Based Learning programs have come to a halt as only essential employees are allowed in buildings. Additionally, manufacturers report difficulty training incumbent workers with gathering restrictions in place. The only answer to these dilemmas is to develop virtual training tools to be used at each level. Keeping our educational and training programs moving- whether through traditional models or new virtual ones- it is crucial in producing skilled workers for our economy. The Middle Tennessee Regional Planning Council will focus on evolving training methods throughout the region beginning fall 2020. Our educational partners already have plans in place to virtually adapt. Regional workforce will seek to come alongside and provide support to current and pipeline virtual adaptations.



Virtual Environments as New Strategies

One promising new strategy may involve workforce Board support in developing virtual reality training for educators and employers. Virtual reality training has been in the pipeline for some time. Given current social distancing restrictions from the pandemic, the environment is prime to launch into fruition throughout the Middle Tennessee Region. The Upper Cumberland LWDA recently engaged in conversations with representatives from Advanced Manufacturing within their local area and the consensus was clear- virtual training is a future sector to watch. In response, Upper Cumberland stakeholders are working with this integral group to discover next steps in activation. Virtual reality trainings are already being developed by our larger industry partners. Regional workforce will provide support through Incumbent Worker Training funds to upskill workers using virtual reality. TCAT representatives also report interest in seeking grant funds to provide the hands-on portion of classroom trainings via virtual reality. Workforce will work with our educational partners to ensure this curriculum aligns with industry needs.

\$50,000. The Southern Middle area also has shown responsiveness through similar work with large area employer VIAM. Both areas have shared their experiences with the region so as to express regional employer needs across areas. The Regional Planning Council will provide direction and enlightenment for quarterly meetings of the Council as a whole and will be an invaluable tool for developing regional strategy.

All LWDA's within the Middle Tennessee Region will continue to keep clear connections to current employer needs through hosting employment events. Each quarter, there are hundreds of job fairs happening across our region within local American Job Centers. Individual areas have worked to provide in-house hosting to produce strong relationships with industry partners. The Comprehensive center in Montgomery provided office and interviewing space for the Atlas BX company for over five months while their plant was beginning construction. Their business services team worked directly with Atlas BX, and guided this foreign owned company through the cultural challenges on a daily basis resulting in a successful startup. The Comprehensive center in Putnam County has utilized their space to host robust hiring events each month since their recent move. These have been highly successful and continue to foster strong relationships with area employers. The comprehensive center in Rutherford County actually has an in-house paying partner, Yates Nissan. Nissan employs over 7,000 people in their main assembly plant and surrounding operations. All new hires come through the regional network of AJCs where local business teams refer to Yates. The business teams in surrounding commuter counties assess and refer job seekers to the Rutherford AJC for final screening. This is truly a regional approach and a regional solution to providing solid connections to employers for all three local boards. The Middle Tennessee Region plans to continue collaboration on employment events moving forward. Hosting more regional hiring events such as the recent Fort Campbell Job Fair, spearheaded by Northern and Southern Middle LWDA's, will be a focus.

2. Clear pipelines Development Infrastructure: Labor market data has identified jobs within healthcare and manufacturing as regional in-demand occupations. Programs to develop STEM skills will be at the forefront of infrastructure development for these occupations. Many of the middle-skill occupations identified as in-demand for Middle Tennessee also rely on STEM skills. Again, Middle Tennessee has identified Pathways to Prosperity as an avenue to effectuate Governor Lee's focus on STEM skills through vocational and industry recognized credentials. This program seeks to engage educators and employers in building a system of career pathways ensuring more youth complete high school and attain a post-secondary credential with currency in the labor market. Key pathways sectors are information technology, health care and advanced manufacturing. The Region will work towards this focus through "Pathways" development and apprenticeships. The Upper Cumberland has shared dual enrollment as a best practice for developing the K-Job approach. The Putnam County school system has over 900 students dually enrolled in high school and post-secondary courses. Through dual enrollment students are able to complete the same curriculum towards industry certifications as full-time TCAT students. The Upper Cumberland has been able to massively increase dual enrollment participation by actually bussing students into the TCATs. Again, this is a best practice that will be explored by other areas within the region.

Internships and Apprenticeships will be a Pathways main priority for the Middle Tennessee Region. The Upper Cumberland area has worked with the Highland Economic Partnership to recently seek an apprenticeship in Tool & Die. The Highlands Economic Partnership is a collaborative public/private sector program designed to boost economic and community development within the Upper Cumberland. Through a partnership with the local TCAT, Upper Cumberland Workforce and The Highlands have filed a Notice of Intent to Apply in 3 new Pathway areas. The Upper Cumberland has also received work-based learning grants for Putnam County schools. Keeping the K-Job approach, school-based enterprises have been introduced into middle schools as well as high schools. Students learn to create business plans and run businesses as self-sufficient. Again, this practice has been shared with regional partners to be included as a regional approach.

3. Clear integrations with economic development: The Middle Tennessee Region continues to strategize for better regional economic development coordination. Economic and Community Development (ECD) will be at the forefront of these strategies as an integral economic development partner. Over the last year, the Upper Cumberland LWDA has forged a partnership with ECD in Fentress County. There, the local workforce team works with ECD to go into Fentress County high schools to meet with all students who have self-identified as "ready to work." Through this program, workforce team members are actually seeking out this previously underserved group and in essence,

Western Kentucky Workforce Board serves transitioning soldiers and spouses who qualify as dislocated workers as they move in and out of Fort Campbell. Each Board provides case management services through a Specialized Center delivering targeted WIOA Title I services both on and off the military base. A service agreement between the two Boards allows Northern Middle to be the lead agent for employment and policies while both Boards share control of service delivery. An additional specialized MOU was signed with the Fort Campbell military base and the United Service Organization (USO) to define services delivered on base as well as sharing office space with the federal Department of Defense (DOD). This project has received national attention and is a current focus of Senator Blackburn and Alexander's offices. As well, the Fort Campbell Strong project has been touted as a best public/private practice across the Department of Defense. The MOU agreements between two state Boards and the MOU with the DOD are unique of their kind within the nation.

The Middle Tennessee Region will also explore avenues to establish specialized MOUs with other service providers as the region progresses into established regional goals. Advancement of regional re-entry programs is one particular area where MOUs will be explored. The Regional Planning Council has discussed a model similar to the MOU that Vocational Rehabilitation (VR) currently has with the Department of Corrections. VR uses this MOU to gain earlier access to individuals and work towards removing barriers prior to the point of release into the workforce. Establishing MOUs with other service providers will be looked at across all regional goals and sector strategies as a tool in workforce development.

QB. Describe how transportation and other supportive services are coordinated in the region.

Regional transportation is primarily coordinated through policy alignment. The Southern Middle and Upper Cumberland LWDAs consist of largely rural areas where urbanized transportation methods are not available. Many communities do not have access to bus or van routes and therefore rely on their own personal vehicles for transportation. Additionally, many individuals living in rural areas must drive long distances to participate in WIOA activities. This creates a financial barrier as the individual must provide for gasoline and car maintenance. Local areas can address and help alleviate this barrier through supportive service payments towards transportation costs. For our many rural areas, one-way travel to a training institution can be over an hour drive. In contrast, the Northern Middle LWDA consists of primarily compact urban areas where participants accumulate less travel mileage. Additionally, public transportation is available through methods such as organized bus lines, commuter trains and taxis. Therefore, supportive service payments for transportation are generally lower in these urban areas as readily available options are more affordable. The key to regional coordination between these distinct LWDA transportation issues has been policy evaluation. The Regional Planning Council has devoted substantial focus to policy alignment during the past year. Ensuring local area policies within the region promote consistency in service and do not create barriers between areas is important to regional alignment. Each of the three LWDA's supportive services policies were compared and contrasted against each other to assess transportation and all other types of supportive service payments. The Regional Planning Council was able to identify areas where the region was similar, some areas that were different yet equitable, and some that needed work to better align. Moving forward for the years 2020-2022, the region will focus on continuing these policy alignment efforts to further strengthen coordination of services.

QB1. What regional organizations currently provide or could provide supportive services?

WIOA Adult, Dislocated Worker and Youth, TANF, Vocational Rehabilitation (VR), and Trade Adjustment Assistance (TAA) programs are authorized by their governing policies to expend funding for supportive services as needed. In addition to core partner support services, staff within Middle Tennessee American Job Centers are trained to be informed of other specific organizations that may provide supportive services such as the Department of Human Services, SNAP, Human Services Agencies, Community Based Organizations (CBO), and Outreach Programs. AJC staff are cross-trained to ensure funding is leveraged and not duplicated while assuring individuals receive authorized and effective services to eliminate barriers and/or skill upgrades.

QB2. What policies and procedures will be established to promote coordination of supportive services delivery?

Co Enrollment is a procedural focus of each LWDA to promote coordination of service delivery. Customers are co-enrolled in a variety of programs in order to leverage multiple resources. For instance, a participant could receive WIOA funding for travel, TANF assistance for child care, and VR supplied workplace equipment due to a disability. After the initial intake and assessment process, AJC staff have a referral network which allows eligible customers

will continue to add input to regional direction as workforce and economic partners work to recover from COVID-19 effects.

QC4. What input provided by economic development and businesses was incorporated into the regional plan? Input was received from large area businesses, such as Nissan, VIAM and SAIC, and incorporated into the regional plan. Dialogue was also received from small area businesses through CBG Coordinators, Business Services Teams, and Executive Directors who have conducted regular meetings with large and small businesses to foster their economic development input. Representatives and committee members from the Highlands Economic Partnership, Nashville Chamber of Commerce, and other area economic development groups were engaged at the recent Regional Planning Council meeting to discuss regional goals and planning. The primary input received through current economic development and business feedback is an overwhelming uncertainty of the future. Industry leaders report drastic modifications to business as usual during the COVID-19 pandemic. At this time, it is unknown how long these modifications will last or what immediate future and long-term effects will be. In response to this input, the Middle Tennessee Regional Planning Council has agreed to host an Economic Summit in late 2020 with business and industry representing our six primary industry sectors to better understand the economic state of the region. Realizations from this Summit will help shape further incorporations into the regional plan.

QD. Describe the coordination of administrative arrangements, including the pooling of funds for administrative costs, as appropriate.

The Regional Planning Council met on April 7, 2020 to formally discuss administrative cost pooling arrangements. Executive Directors discussed various options for administrative alignment and it was agreed regional procurement of a provider for One-Stop Operator services would be explored. Each agreed to present the concept to their respective Chief Local Elected Officials, Board Chairs, Mayors and Executive Committees. However, at follow-up meetings in May, 2020, it was reported that key representatives from both Southern Middle and Upper Cumberland areas had declined to move forward with regional procurement. Concerns sighted were lack of individual area contract management and inability to address issues specific to rural areas. Subsequent discussion of regional procurement will be entertained throughout the 2020-2022 program years as modified management models are conceived.

Future meeting agendas of the Regional Planning Council will continue to evaluate and present other administrative cost pooling options. Forthcoming discussions must address the disparity between the three local areas represented. The Northern Middle LWDA is predominately urban and is appropriately awarded a large budget to serve the larger populations. In contrast, the Southern Middle and Upper Cumberland LWDAs are entirely rural with much smaller budgets. Just as the Electoral College ensures fair representation in the national election, any regional arrangement would need to include measures to effectively represent the needs and statutory local governing authority of each LWDA.

While challenging, we do not believe administrative arrangements are impossible. Southern Middle, Upper Cumberland and Northern Middle are vehemently committed to regional alignment and advancement of the regional agenda. The Middle Tennessee Region is excited to pursue many other creative options for pooling of funds. Administrative arrangements such as reciprocated training and employee sharing are two such creative ideas being entertained for future regional alignment. In the immediate, Southern Middle and Upper Cumberland are already exploring these administrative cost sharing options for their similar LWDAs. Memorandums of Understandings are being developed to provide staff training beyond what their individual budgets would allow. Upper Cumberland has demonstrated best practices in its Monitoring program and has agreed to allocate time towards training Southern Middle staff in this area. To reciprocate, Southern Middle will train the Upper Cumberland staff in their state-recognized youth program practices. As both LWDAs operate on tight budgets, discussions have also turned to sharing an administrative employee position. This individual would provide much-needed administrative support to each area with the salary burden being shared.

Finally, co-writing of grant opportunities seems to be a natural progression of the regional agenda. Rather than work as silos of applicants, our desire is to combine resources and partner connections to submit more competitive grant applications. Organic spaces exist between shared training institution service areas and regional LWDA

- Build apprenticeships within in-demand STEM sectors- Recreate Merryman Farr/Interstate AC model (as discussed in Sector Strategies section) as a creative method to increase employer buy-in to apprenticeships. Each LWDA in the region should set STEM sectors as their priority for new apprenticeships.
- Use BST resources to advocate/simplify employer process- The Business Services Teams will be tasked with increased industry engagement and awareness of apprenticeship programs. Board Staff will be asked to host Apprenticeship Workshops to provide open dialogue and address program questions.
- Use apprenticeships to address potential skill gaps: Look to create apprenticeships within Transportation/Logistics to preempt pipeline skills gap for occupations such as Flat Bed Truck Driver and Logistics mover.
- Use Incumbent Worker Trainings (IWT) to upgrade virtual resources- Assist businesses with COVID-19 adaptations through IWTs of virtual trainings where in-person trainings are no longer feasible. Also use IWTs to assist in upskilling workers in virtual skills needs to carry out adaptations.

(3) Provide early exposure in-demand industry pathways.

- Utilize Regional Pathways Coordinators- Focus on strengthening partnerships with Regional Pathways Coordinator as a means of access to and immediate buy-in with high-school CTE instructors.
- Full integration with CTE instructors – Work with CTE instructors to better integrate classroom portion of work-based trainings with in-demand skills, soft-skills, and reinforcement of hands-on experience portion.
- GIVE and RI funds- Capitalize on grant funds awarded to introduce youth to in-demand occupations. Both Southern Middle and Upper Cumberland's Rural Initiative grants involve a youth training aspect. All nine GIVE grants awarded within Middle Tennessee focus on middle-skill in-demand skills. Provide training to Career Specialists to instruct on grant purposes, qualifying procedures and program requirements to maximize enrollments.
- Youth summer WBL- Summer work-based opportunities for In-School Youth should be a focus of the partnership between Regional Pathways Coordinators and Board Staff. Preparation should begin early so the classroom portion can begin soon after Spring Break. Consider a virtual back-up plan in the event of another pandemic wave.
- K-Job Approach- Continue support with K-Job Pathways development. Utilize representatives from the Putnam County School System and Highlands Economic Partnership to grow the K-12 model through the entire region.

(4) Prepare economically disadvantaged residents for self-sustaining careers.

- Rural Initiative Funds- Maximize investment in Distressed and At-Risk counties by ensuring funds are utilized on as many participants as possible. Assist Career Specialists with identifying enrollments and track return on investment for future rural planning.
- Supportive Services Review- Each LWDA should review their individual Supportive Services Policy to ensure sufficient barriers are removed for economically disadvantaged residents. A collective review should also continue to ensure regional alignment and consistent services between workforce borders.
- Early identification of students ready to work- Attend assemblies in rural high-schools to introduce graduating seniors to WIOA programs. Ask students who self-identify as "ready to work" to fill out an informational card. Board Staff will periodically follow-up with students to monitor work status changes or needs.
- Economic groups: Continue to invest heavily in relationships with ECD and other community economic groups such as the Nashville Chamber of Commerce and Highlands Economic Partnership.

(5) Increase workforce participation through priority populations and individuals with barriers.

- Programs for Justice-Involved Individuals- Utilize Re-Entry Task Forces within each LWDA to bring training programs into county jails for incarcerated individuals. Work to include partners within mental health, drug rehabilitation centers, and housing to provide a wrap-around approach as inmates transition back into the workforce.
- Veterans – Provide referral support to JVSG staff and Veterans Drug Courts. Partner with Northern Middle Fort Campbell Strong Project to give regional assistance through job placements.

duplication is minimized and unity of effort is maximized. Business Services Teams work closely with local and regional economic development through Chamber events and economic group summits. Over the past two years, our Business Services Teams have participated in Economic Workforce 360 roundtable meetings coordinated with Economic Development to earn a better understanding to the needs of employers on a regional basis. Business Services Teams job-fairs have been a proven method of engaging employers and will continue to be grown, with a focus on regional job hiring events. Another successful method of engagement has been advertising employer job opportunities on AJC social media sites. Employers enjoy free advertising and access to additional audiences, reporting fruitful results.

An array of in-demand business representation is achieved through Board membership as well. Northern Middle Board business representatives come from Trucking and Healthcare, Upper Cumberland has strong Education and Manufacturing representation and Southern Middle members come from the Information Technology and Advanced Manufacturing sectors. This brings direct knowledge of required current and pipeline skill sets to the Board. The presence of TCATs, Community College, and business led advisory members leverage resources and capacity to align training and skills to exceed industry expectations. Small Business Administration and Chamber of Commerce representative also serve as members, providing valuable economic input. Small businesses are represented on each local Board and assist with outreach to coordinate business and entrepreneurial training. All three LWDA's have in place similar Eligible Training Provider Lists that align demand training opportunities directly to local and regional employers. Additionally, the Regional Planning Committees analyzes Return on Investment each quarter to evaluate if providers are aligning career pathway models within service provision to serve the needs of all businesses, both large and small.

D3. To better coordinate workforce development and economic development.

Clear integrations with economic development are a service strategy goal for Middle Tennessee during Program Years 2020-2022. Our partners at Economic and Community Development (ECD) will be at the forefront of this goal as an economic development leader. The Regional Planning Council will join with ECD to bring all economic partners to the workforce planning table. By including and requesting participation from all partners at quarterly regional meetings, continued growth plans are encouraged. Strategic planning for economic development will include our valued partners from Chambers of Commerce, TN Pathways, educational institutions, employer organizations, Business Services teams and local area economic development groups such as The Highlands Economic Partnership. The Regional Planning Council will also explore collaboration of grant projects through economic development organizations. Strategies used will be to invest time into Chamber events, present WIOA programs at economic group meetings, and serve on committees. But our best strategy for accomplishing better integration will be to move beyond planning – and actually see partner projects, large and small, realized. We believe small integrations will lead to larger ones and partnerships evolve.

D4. Strengthen linkages between the one stop delivery system and the unemployment insurance programs.

Middle Tennessee AJC Welcome and Resource Center staff have traditionally been trained to guide unemployment insurance customers to the UI web site and 1-800 number. In the past, AJCs have been linkages to Unemployment through informational brochures and computer short cuts to bring claimants quickly to the correct UI site. However, the emergency UI support given by Title I, Title III, and One-Stop Operator staff during the COVID-19 pandemic has created an environment that is ripe for strengthening this linkage. As described in the Strategies for Services Integration section, the Middle Tennessee region will pursue ways to not only sustain this linkage but to further strengthen this collaboration. We now have cross-trained staff ready to continue the alliance and move forward into the future of one-stop design.

Additional One-Stop partners will also play a role in strengthening the linkage with Unemployment Insurance. LVERs and Rapid Response staff assist businesses, within limits, on answering questions concerning mass claims. During the COVID emergency FAQ brochures were distributed to local Chambers of Commerce and Small Business Administration staff to assist their constituents. Jobs4TN website links and the 1-844 number were prominently

E1. Create an integrated intake system to efficiently deliver services.

Middle Tennessee AJCs engage the Welcome Function to efficiently deliver an integrated intake system for both businesses and job seekers. Upon entry, all visitors sign in to the center through the VOS greeter. VOS Greeter then triages the individual to the appropriate program, career advisor or case manager based upon expressed needs. This sign-in data is regularly reviewed by local One-Stop Operators and local Board Staff, as well as by the Regional Planning Council. Each monitor VOS greeter reports to ensure that services are delivered in a timely manner throughout Middle Tennessee workforce networks. The Regional Planning Council is also working to create new dashboards to further analyze and progress from this intake data. All Middle Tennessee AJCs have received certification from the TDLWD, of which the integrated intake system is a requirement for certification. A standardized intake form located within the Jobs4TN system (VOS) allows all applicants seeking service to transfer from one partner to another without duplication of effort. Services can also be transferred between workforce areas and tracked through VOS.

Within the 2020-2022 program years, the Middle Tennessee Region will seek to partner with the Tennessee Department of Labor and Workforce Development, as well as other key stakeholders, to work towards establishing a Virtual American Job Center. A virtual center will allow customers to access staff members and workforce services through technology, rather than scheduling an in-person meeting. Many areas within the Upper Cumberland service area have benefited from state and economic development broadband expansion initiatives- making access to a virtual site possible for the vast majority of residents. Middle Tennessee envisions the Virtual American Job Center as an innovative and modern strategy to service delivery throughout the area. The need for this virtual system has become even greater in recent months during the COVID-19 pandemic as our AJCs seek ways to continue services amongst forced closures.

E2. Create a shared vision for supporting Tennesseans with the greatest number of barriers to enter the workforce. The Middle Tennessee region supports and is charged with eliminating barriers to employment. This is one of the strategic goals of the state, our region and our local areas. The Regional Planning Council will implement these initiatives as previously discussed throughout this Plan and by the specific strategies enumerated in Section B. Methods include:

Rural Initiatives-

- Increase access to education and training opportunities through RI Grants.
- Provide early identification of students "ready to work" by Rural Graduation Initiative programs.
- Encourage STEM and middle-skill development through TCAT partnerships.
- Offer supportive services specific to rural needs- i.e., transportation, internet.

Justice-Involved Individuals-

- Bring TCAT trainings into county jails to train while incarcerated.
- Partner Business Services Teams and Re-entry Task Forces in each LWDA to promote felon-friendly employment opportunities. Work in conjunction to host felon-friendly job fairs.
- Include mental health, drug recovery programs, and housing authorities to provide wrap-around service.

Individuals with Disabilities-

- Maintain universal access.
- Increase VR co-enrollments through early identification in secondary schools.
- Create VR apprenticeships.

E3. Create a trained workforce to meet current industry needs.

The Middle Tennessee region improves access to activities leading to a post-secondary credential through the use of Individual Training Accounts (ITAs) and supportive services in partnership with other AJC programs- such as Vocational Rehabilitation, SNAP Employment and Training, TN Promise, and TN Reconnect. Our region creates a trained workforce to meet current industry needs through On-the-Job Training, Incumbent Worker Training,

REGIONAL PLAN ATTACHMENT

STAKEHOLDER INVOLVEMENT:

The Regional Planning Council began preparation to formulate the Regional Plan via requirements of State Workforce Policy on April 7, 2020. This meeting was conducted virtually through Zoom conference due to COVID-19 gathering restrictions. At that time, and up to the point of Plan submittal, our American Job Centers have experienced closures to the public and most AJC staff, Board staff and partner employees are restricted to working from Alternate Work Stations (AWS). In addition, social gathering restrictions of ten individuals or less did not allow for in-person planning meetings. However, the Middle Tennessee Region found success by engaging partners through virtual gatherings instead. Email invitations to participate in the initial Zoom conference planning session were sent to each LWDA Board Staff, representatives from all partner agencies, economic partners, State Regional Directors, and Ernst & Young. Regional Plan guidance from the TDLWD was attached to the invitation. At this initial meeting plan development duties and tasks were assigned among members from each LWDA. A timeline was also set for additional meetings to extend planning outreach and brain storming sessions. Lengthy discussion was entertained on how to best gather additional partner, industry and economic group input while social distancing, AWS and self-quarantine were in effect.

The Regional Planning Council agreed to a scheduled series of calls to drive consistent plan development within the given timeline. Electronic meetings with all partners were held every two weeks in April and every week in May via conference call and Google Meet. An initial draft was collated and sent for review at the State Department of Labor and Workforce Development on May 8, 2020 for constructive feedback. Review and suggestions for improvement were annotated by State staff and sent back to the Planning Council on May 15, 2020. Revisions were made to adjust any deficiencies notated through this early revision. The Regional Planning Council met via conference call on June 4, 2020 to ensure plan alignment was on track for completion and finalize revisions.

EXAMPLE OF SCHEDULED MEETING INVITATIONS:

Topic: Middle TN WIOA Regional Planning Meeting

Time: Apr 7, 2020 10:00 AM Central Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/979590932?pwd=YkRCUlpDVTFUQ0JkbXloQkI4NGliQT09>

Meeting ID: 979 590 932

Password: 210390

One tap mobile

+13126266799,,979590932# US (Chicago)

+16465588656,,979590932# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

The Northern Middle Board Executive Director, Board staff and State Executive Staff have been meeting with the Nashville Area Chamber of Commerce and participating in numerous round table discussions and weekly and monthly meetings on the Chambers five-year plan since October of 2019. In November, the Northern Middle Board contracted with the Nashville Chamber Data Unit to conduct a 10-county regional workforce study (encompassing all three workforce areas). The Board and its members were briefed on its status in February, and the Director received an update in early April as to its status. The study includes input and survey from hundreds of businesses within the region. Due to COVID 19, as well as a tornado in the first week of March, that Labor Market study fell behind schedule and should be completed in July. This will give the Regional Planning Council valuable economic information for the future and will now include early impacts from the COVID-19 pandemic.

The Upper Cumberland Board is an active member of the Highlands Economic Partnership. The Regional Director, Executive Director and Board staff met with the Advanced Manufacturing committee on May 13, 2020 to assess their employment needs due to COVID 19. The Board also sent out a survey to the Partnership concerning the effects of COVID-19 on the workforce and are awaiting this feedback. Once delivered this will give the Board and the Region additional direction to support economic development.

Regional Directors and Executive Directors representing each LWDA across the Middle Tennessee Region also conducted outreach to partners and stakeholders for their input into the Plan. This input, along with data supplied by the TDLWD WIRED Unit, EMSI, and the Combined State Plan resulted in the formulation of the six key industry sectors identified in the Plan.

EXAMPLE OF WEBSITE POSTING:

The Regional Planning Council for the three Middle Tennessee Workforce Areas will meet on **May 5, 2020** via Google Meet. If you are interested in attending the meeting, please call Erin Lilly at 931.905.3504 or email elilly@workforceessentials.com for details.

TIMELINE OF REGIONAL PLAN PROGRESSION:

Date	Meeting Description
4/2/2020	Regional Planning Guidance shared with Regional Planning Council (RPC) via email
4/7/2020	Regional Planning Council and stakeholder meeting - review of regional planning guidance and draft plan information via Zoom
5/5/2020	Regional Planning Council and stakeholder meeting - review of regional plan draft via Zoom
5/7/2020	RPC Executive Committee meet in Franklin for a regional plan work session
5/13/2020	RPC Executive Committee meeting via Google Meet
5/18/2020	Submitted a draft regional plan to the state Central Office for review and comments
5/20/2020	RPC Executive Committee meeting via Google Meet
5/22/2020	Received feedback and needed revisions from Central Office regarding draft regional plan
5/27/2020	RPC Executive Committee meeting via Google Meet
6/3/2020	RPC Executive Committee meeting via Google Meet for final revisions
6/10/2020	Local and Regional Plans posted for public comment (publicized and stakeholders notified)
By 6/19/2020	Each LWDB and CLEO approves regional and local plans
6/24/2020	UC public after hours listening session (publicized and stakeholders notified)
By 6/24/2020	SM and NM after hours listening session (publicized and stakeholders notified)
6/25/2020	End of 15 Day Public Comment Period
6/30/2020	Local and Regional Plans submitted to the state

OUTREACH EFFORTS:

Each Middle Tennessee LWDB is made up of private sector representatives from a variety of groups who give continual feedback on strategy development. Business Services Team representatives stay active in our communities by participating in Chamber events, SHRM meetings, speaking at workforce community meetings, making in-person visits, and connecting via email. Board staff pursue constant cooperation with economic groups who keep an up-to-date pulse of economic status and needs. All of this engagement has produced regular feedback from employers that was used in creating this Regional Plan. Continual methods of engagement have not only provided rolling feedback, but built strong partnership with our local employers that proved invaluable as the COVID-19 pandemic struck during regional plan development. Gathering employer feedback during this time would have been difficult without these existing partnerships.

Southern Middle staff are participating with USDA Rural Development, Middle Tennessee Industrial Development Association, and local economic development organizations in the 40-county Wage and Benefit survey conducted by MTSU's Business and Economic Research Center. This survey will help local community leaders plan and prepare for the changes in employment opportunities and align Board resources to support the Middle TN Region.

Signature Page

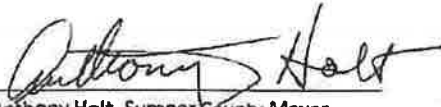
SUBJECT: Northern Middle Tennessee Local Workforce Development Board, Regional Plan

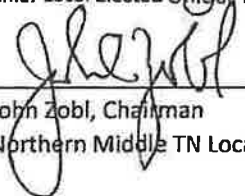
FROM: Honorable Anthony Holt, Sumner County Mayor
Chief Local Elected Official, NMTLWDB

Mr. John Zobl, Chairman
Northern Middle TN Local Workforce Development Board

The attached WIOA Regional Plan represents the Northern Middle Tennessee Local Workforce Development Board's concurrence as part of the Middle Tennessee Workforce Region to maximize resources available under the Workforce Innovation and Opportunity Act and to coordinate these resources within the region.

We certify that we will operate regionally in accordance with this plan and applicable federal and state laws, as well as regulations.


Anthony Holt, Sumner County Mayor
Chief Local Elected Official, NMTLWDB

 6-10-20
John Zobl, Chairman
Northern Middle TN Local Workforce Development Board

Signature Page

SUBJECT: Southern Middle Tennessee Local Workforce Development Board, Regional Plan

FROM: Honorable
Chief Local Elected Official, SMTLWDB

, Chairman
Southern Middle TN Local Workforce Development Board

The attached WIOA Regional Plan represents the Southern Middle Tennessee Local Workforce Development Board's concurrence as part of the Middle Tennessee Workforce Region to maximize resources available under the Workforce Innovation and Opportunity Act and to coordinate these resources within the region.

We certify that we will operate regionally in accordance with this plan and applicable federal and state laws, as well as regulations.


TR Williams County Mayor
Chief Local Elected Official, SMTLWDB


Keith Durham, Chairman
Southern Middle TN Local Workforce Development Board



Local Plan 2020-2022

**UPPER CUMBERLAND LOCAL WORKFORCE
DEVELOPMENT BOARD, INCORPORATED**

Serving the following Tennessee Counties:

**Cannon, Clay, Cumberland, DeKalb, Fentress, Jackson, Macon, Overton, Pickett, Putnam,
Smith, Van Buren, Warren, and White.**

- Enhancing career development services for job seekers to increase job success and knowledge of high skill and in-demand careers;
- Securing state and/or federal funding to develop training programs that support career pathways that build upon the existing skills of the workforce and develop new skills to meet high skill and in-demand careers; and
- Coordinating WIOA activities with the region's economic development plan to coordinate current and future workforce goals and activities.

Part I- Operating Systems and Policies

Section A: Description of the one-stop delivery system, including roles and resource contributions of the one-stop partners.

The One-Stop delivery system in the Upper Cumberland is a quality focused, employer-driven and customer-centered system that is tailored to meet the specific needs of individuals in both rural and suburban communities. Under the one-stop umbrella are the core partner programs, Title I- Adult, Dislocated Worker, and Youth, Title II- Adult Education, Title III- Wagner-Peyser, Title IV- Vocational Rehabilitation and Temporary Assistance for Needy Families. In addition to core programs, the following are required programs available in the local area:

- Title V Older Americans Act/Senior Community Service Employment Program (SCSEP)
- Career & Technical Education Programs (Carl D. Perkins Act)
- Trade Adjustment Assistance (TAA)
- Veterans Employment Services/Jobs for Veterans Grant
- Unemployment Insurance
- Supplemental Nutrition Assistance Program (SNAP)
- Second Chance (Reentry)
- Reemployment Services and Eligibility Assessment (RESEA)

Additional WIOA Partners utilized within Upper Cumberland AJCs are as follows:

- Post-Secondary Representatives-TCATs, training centers and institutions
- TN Reconnect
- Department of Human Services
- Economic and Community Development- Highlands Economic Partnership
- Local Sheriff Offices and Department of Corrections
- Volunteer Mental Health
- TBR Pathways to Prosperity
- Drug Collation/Power of Putnam

Services are coordinated between partner programs through the process of initial assessment and utilization of the common intake form. The utilization of this form allows for access to in-demand services for clients when they enter the doors of the American Job Centers of our region and will be immediately assessed for referrals to programs and services in the center. Initial eligibility for external providers such as TN Reconnect, Department of Human Services, Volunteer Mental Health, and other entities will also be assessed upon entry into the AJC. The One Stop Operator serves as the convener of services in the American Job Center network of the Upper Cumberland. As such, the OSO will ensure that services are being provided in a fair and equitable manner to all businesses and individuals that enter the facility. A detailed list of resources contributions of each one-stop partner is attached to this plan. (*See Resource Contributions, Attachment 1*).

A.1: Identify the career services and other program services to be provided, include the location at which services will be accessible for all AJC sites.

transitioning back to normal service provision within our buildings. Detailed information on our phased re-opening is provided within the UCLWDB Re-Opening Plan (See *UCLWDB Re-Opening Plan, Attachment 3*).

A.2 Explain how the one-stop centers provide all required or relatable services of customers based upon their respective needs and a customer centered design.

UCLWDB AJC facilities are universally designed to accommodate serving the public, including meeting all safety and accessibility requirements mandated by law. Service delivery is designed for the average user with a broad range of abilities, reading levels, learning styles, and cultures. Ensuring simple, flexible, efficient and accessible services within our AJCs make our design relatable and adjustable to customers' respective needs. The customer centered approach begins with gaining a deeper understanding of the needs of our customers. Upon entry into Upper Cumberland AJCs, customers are first greeted with a warm welcome and personal assessment of their individual needs. Under the UCLWDB AJC Initial Assessment Policy (See *UCLWDB Initial Assessment Policy, Attachment 4*) a key service provided in the AJC system is the initial assessment of a participant's knowledge, skills, and abilities to support that participant's employment goal. The initial assessment determines needs and strategies to achieve sustainable employment. It also serves as a basis for training and supportive services which are determined on an analysis of information gathered from the participant during the intake process. This assessment allows the service provider to indicate what services the participant needs and where applicable, should include referrals to appropriate partner staff and agencies. Any individual seeking employment or training services in the AJC will receive an Initial Assessment on the day they first receive service from staff. These individuals must, at a minimum, receive an interview during which time a Common Intake Form is completed by a Welcome Function staff person. This initial intake will assist in determining the individual's needs, goals, and services to be delivered. The next step should be assisting the individual with creating an account in Jobs4TN. The Common Intake Form is immediately uploaded to the participant's account in Jobs4TN so that referrals to the appropriate partner staff can then take place. The technologies and equipment utilized during this process focus on a balance between warm human interaction and convenient computer technology to provide a customer centered design.

A.3 Provide information regarding the one-stop operator and describe the methods for coordinated service delivery between the operators and partners. Include name of OSO, describe functions and scope of work of OSO, and how OSO was procured.

The One Stop Operator was procured through a blind competitive procurement process, where all information regarding the authors of the submission were removed. The Request for Proposals (RFP) was publicly advertised and posted along with being distributed to area businesses and providers in order to ensure that any interested party had an equal opportunity to apply to provide One Stop Operator services in the local workforce area. The procurement period was open for over thirty days and all submissions had identifying information redacted prior to scoring being completed. Each bid submission received individual blind scoring. Scores were then presented to the UCLWDB Executive Committee where identifying information was added and then discussed. The Executive Committee voted to recommend, and the Board later unanimously voted to approve, Mid Cumberland Human Resource Agency as the selected provider for both One-Stop Operator and Career Services. See *Upper Cumberland Local Workforce Development Board's Procurement Policy, Attachment 5*).

As the One-Stop Operator, Mid Cumberland Human Resource Agency's primary role is to coordinate multiple American Job Center (AJC) partners and service providers throughout the Upper Cumberland. In doing so, they will assure functional alignment of services and management of operational resources; conduct quality review of partner and service provider activities; and facilitate the Welcome Function at the AJC. As One-Stop Operator, Mid Cumberland Human Resource Agency (MCHRA) ensures functional alignment success within the AJC by conducting regular evaluations of practices and referral processes, as well as by having an open line of communication between partners and the One Stop Operator Staff. MCHRA's current program model relies heavily on open communication with regular assessment of staff performance and service delivery- all guided by the local board's goal of continuous improvement. Performance goals are tracked on a monthly basis to ensure the AJCs are successful while remaining cost effective. The OSO provides formal supervision to the Welcome Function team, as well as functional supervision throughout the AJC in conjunction with Team Leads. Mid Cumberland's duties as the One-Stop Operator are further

uniform experience for participants. At the forefront of any virtual process development will be ensuring that all participants have a simple and effective engagement experience.

Survey asks virus effects on business

BY LINDSAY PRIDE
HERALD CITIZEN

The Highlands Economic Partnership and the Upper Cumberland Local Workforce Development Board are surveying area businesses about the effects of COVID-19.

A social media post shared by HEP reads that the survey is to "better understand the needs of the business community, identify how we can offer support, overcome challenges associated with COVID-19 and rebuild our workforce."

Survey questions include business name and contact information, the type of business, operating status, government relief for COVID-19 effects on business and how many employees businesses need as they reopen.

HEP was started in 2006 by the Cookeville-Putnam County Chamber of Commerce as the Highlands Initiative, a partnership to boost economic and community development in Jackson, Overton, Putnam and White counties. Complete the survey at <http://ow.ly/nMaD50A1WXk>.

Amid the COVID-19 pandemic, we must not only offer virtual services only within ourselves. Ailing industries need a workforce response that will push forward and assist in building virtual services to answer regional education and training needs. Higher education institutions have moved all current classes to online models only, with the future of upcoming semesters uncertain. With all in-person meetings cancelled, technical colleges have struggled to provide the "hands-on" learning required for in-demand sectors such as nursing, welding and manufacturing. Work-Based Learning programs have come to a halt as only essential employees are allowed in buildings. Additionally, manufacturers report difficulty training incumbent workers with gathering restrictions in place. The only answer to these dilemmas is to develop virtual training tools to be used at each level. Keeping our educational and training programs moving- whether through traditional models or new virtual ones-is crucial in producing skilled workers for our economy. We are currently partnering with The Highlands Economic Partnership to conduct a survey for Upper Cumberland employers to best determine their needs in response to COVID-19, as evidenced in the article to the left. (Herald Citizen Newspaper, June 9, 2020). The Upper Cumberland will use this information to focus on evolving training methods throughout the area beginning late summer 2020. Each planning session will seek to move forward with this promising strategy and share best practices in advancement.

One promising solution would involve workforce support in developing virtual reality training for educators and employers. Virtual reality training has been in the pipeline for some time. Given the current pandemic restrictions, the environment is prime to launch into fruition throughout the workforce area. The UCLWDB

Executive Director, staff and TDLWD Regional Director recently engaged in conversations with representatives from Advanced Manufacturing and the consensus was clear- virtual training is the future. In response, Upper Cumberland stakeholders will work with this integral group to provide support in development and activation.

An additional new strategy the Upper Cumberland will seek to expand is the linkage between the One-Stop operations and Unemployment Insurance (UI) programs. Again, the COVID-19 pandemic has created an environment that is ripe for capitalizing on this linkage. When businesses and industry were hit hard by pandemic effects in March 2020, the Tennessee Department of Labor and Workforce Development (TDLWD) was thrust into the front lines of this attack. TDLWD's response was swift to include a mass inclusion of training all able bodies to respond to Unemployment needs. Within Upper Cumberland American Job Centers, Title III staff were trained to provide Tier I and some Tier II assistance. Title I staff were immediately trained to give UI technical support and our One-Stop Operator has become a de-facto UI resource for our community. One-Stop system members of all levels have risen to the occasion to meet UI and workforce needs during this crisis. As the crisis begins to resolve into a sustainable "normal," the UCLWDB will pursue ways to not only sustain this linkage but to further strengthen this collaboration. We now have cross-trained staff ready to continue the alliance and move forward into the future of one-stop design.

B2. How the Local Board will facilitate access to services provided through the one-stop delivery system, including the remote areas, through the use of technology and other means.

As the Upper Cumberland LWDA largely consists of remote and rural areas, it is crucial to our success that the needs of these communities are met. The UCLWDB sets priority on assuring WIOA services are accessible to all job-seekers and employers throughout the Upper Cumberland. Accessible technology is particularly important in our many rural areas, which are often areas of high poverty where transportation barriers are present. The UCLWDB addresses this need by mobilizing partner efforts into these communities where a brick and mortar AJC is not present. Our current One-Stop Operator Title I staffing structure provides adequate staffing to bring Title I staff into these rural communities for "pop-up" type mobile AJC events, while still maintaining the mandatory Title I presence in Affiliate

Section C: Strategic Support of the TN Combined Plan

The mission and vision of the UCLWDB will be drive local goals for furtherance of Middle Tennessee regional goals, in turn actively supporting the Tennessee Combined Plan goals. Resources and plans will be aligned to these endeavors using all partners stakeholders to exceed business expectations. By aligning the educational and skill set requirements through career pathways for the workforce, businesses will remain competitive in the global environment. Thus, the UCLWDB, as part of the Middle Tennessee Region, will focuses fully on these four strategic goals:

- Develop a clear connection to current employers.
- Construct a solid workforce pipeline infrastructure.
- Integrate seamlessly with city, county and regional economic development.
- Use data and predictive analysis to drive the system.

The UCLWDB, as members of the Middle Tennessee Regional Council, will engage in the four-pronged approach listed below to collectively support the TN Combined Plan:

Cultivate interest in middle skill in-demand careers- This will be accomplished through a targeted campaign focusing on key populations to raise career awareness. The UCLWDB will conduct meaningful career pathway exploration opportunities using its educational partners. Opportunities will include career fairs, job shadowing, and work-based learning opportunities as methods of exploration. The UCLWDB will work with our regional LWDA counterparts to offer regional career events geared toward large-based manufacturing companies such as Nissan. Finally, the UCLWDB will continue to review regional barrier eliminators for disadvantaged students and workers to further expand career achievement.

Grow Training Capacity- The UCLWDB will work with our bordering LWDA's to ensure that educational partners throughout the Middle Tennessee Region have the capacity to deliver skills needed for self-sustainment. We will seek to align workforce supply and demand in order to meet employer needs. In response to the COVID-19 needs of employers, efforts will concentrate on growing digital skills and virtual trainings. Together we will leverage available virtual resources and seek creative development of alternate methods of educating workers.

Connect employers to talent pools- Connecting employers to future workers will begin with apprenticeships and work-based learning opportunities. These "earn and learn" trainings will focus on in-demand sectors of Healthcare, Information Technology, Construction, Education, Logistics and Transportation and Advanced Manufacturing. The UCLWDB and our regional counterparts will work collectively with employers to establish apprenticeship programs that benefit not only our own LWDA's, but the region as a whole.

Upskill Frontline Workers- Frontline workers have been crucial in sustaining workforce and economic demand during the COVID-19 pandemic. Moving into the next program years, it is vital to our local and regional success that frontline workers remained trained to match evolving need. Through employer engagement and workforce incentives, the UCLWDB will seek to provide frontline workers with incumbent worker training. Additionally, we will join Middle Tennessee regional workforce efforts focused on workforce pipelines geared towards frontline industries such as Healthcare and Advanced Manufacturing.

C1. Expanding access to employment training and education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

The UCLWDB, in partnership with entities that carry out core programs, will expand access to employment, training, education and supportive services by increasing investments in transportation, technology and community partnerships:

Transportation: We recognize that transportation continues to be a significant barrier to participants in our rural area and continue to work to remove this barrier. The UCLWDB has adjusted the Supportive Services Policy transportation payment amounts to reflect a responsiveness to this need, while still remaining as relative to regional policy alignment as possible. Our Career Specialists have been trained to discover individual transportation issues and how to provide relief through monetary assistance. Our Career Specialists report that this consistent support

foundational career pathways development through our work with the Highlands Economic partnership (discussed above). We continue to partner with the Highlands Economic Partnership and have also developed relationships with Tennessee Re-Connect and Veterans' groups within local colleges. As part of the Harvard University Pathways to Prosperity, Career pathways have been established for the region in key areas of study such as Healthcare, IT, and Advanced Manufacturing to encourage participants to take that first step toward a higher paying job by establishing stackable credentials which seem more reachable. Career Pathways offer the option of getting on or off the path at any point. For example, a participant may choose to pursue the Healthcare pathway. This particular pathway offers the option of building their skills/ attainment as follows: Certified Nurse Assistant licensure (TCAT) → Registered Nurse (Community College) → Bachelors of Science Nursing (University). Healthcare articulation agreements between TCATs, Community Colleges, and four-year Universities exist throughout the region. These agreements decrease the time between certifications/degrees for participants and standardizes plans of study across the region so that all participants have the same opportunity for skill/degree attainment. Similar articulation agreements exist for IT and Advanced Manufacturing.

Responsive creation of in-demand pathways will continue to be encouraged through GIVE grant partnerships. GIVE grants focus on expanding learning opportunities within rural counties. Local partnerships are encouraged to develop work-based learning and apprenticeship opportunities for secondary and post-secondary learners. The UCLWDB will partner with the following educational institutions to cultivate grant-funded programs designed to meet the needs of industries throughout our service area. Our partnership responsibilities will include identifying potential students through informed customer choice, tuition assistance, and provision of supportive services.

For our Youth initiatives, the UCLWDB is investing in Summer work-based learning opportunities. We have partnered with the Upper Cumberland Regional Coordinator for Tennessee Pathways to create summer learning opportunities within in-demand pathways through paid work experience. The Coordinator's experience with pathways work-based learning has been an asset to our endeavors, as well as connections already established with school counselors and CTE instructors. Tennessee Pathways was able to identify students eligible and ready to participate, while we brought engaged employers willing to participate to the table. These opportunities were set to begin in early May 2020 with several weeks of classroom instruction. Once summer break began, students would transition from classroom learning into on-the-job training regularly monitored by a program coordinator. The UCLWDB was to provide subsidized wages as well as assisted curriculum development. However, the COVID-19 pandemic halted all school programs in late April 2020. We look forward to conducting this program Summer 2021, as we feel it will be a valuable tool in creating a Pathways prepared future workforce.

C3. Improving access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

Rural Graduation Initiative: In partnership with Superintendents of Schools and CTE supervisors, our AJC teams are developed and implemented a pilot program for 2019 in Clay, Fentress, Pickett, and Van Buren Counties called Rural Graduation Initiative (RGI). From experience we know that TN Promise does pay for tuition; however, tuition is only one piece of the puzzle of higher education. Books, transportation, supplies, etc. are not covered by TN Promise and yet they are vital to student success. We theorized that many students never even apply for a post-secondary opportunity because they are aware of these barriers that still exist in spite of tuition assistance. Through RGI, workforce services information is presented to juniors and seniors at a general assembly at each high school. Students who are interested in assistance in finding a job or supportive services assistance that will allow them to attain a post-secondary credential self-identify via postcards that are distributed. We saw great success through this program in 2019 and plan to not only continue RGI in these counties, but to expand into our other counties during program years 2020-2022.

Financial Aid Office Involvement: Upon polling our seasoned Career Specialists, we learned their most valuable resources are Financial Aid Officers (FAOs) at TCATs and post-secondary institutions. FAOs are able to assist in identifying individuals who need assistance in making their educational dreams a reality. In addition, FAOs are instrumental in "getting the word out" about WIOA programs. For example, when the COVID-19 pandemic hit, the UCLWDB temporarily adjusted policy to provide laptops for students who had no means of finishing their courses that had been forced online. This was an invaluable support to TCATS and post-secondary institutions and greatly

Adult Education staff also aligns itself with workforce by participating in cross-training events to ensure there is a working knowledge base of all programs and to maximize the use of these program and benefits. Local and regional workforce planning meetings are attended as needed as well as partners' meetings. The adult education district coordinator serves as a member on local workforce boards and committees. Our class structure and services provide access to education and training needed to help support job seekers and workers transition to sustainable employment. Adult education teachers employ contextualized learning strategies that correlate to in-demand sectors of health care, advanced manufacturing, and information technology. Soft-skills are embedded within the adult education program including elements of customer service, problem solving, interpersonal skills, time management, and flexibility. Coordinated activities among partners help transition students to post-secondary education and training in advanced manufacturing such as mechatronics and robotics. Furthermore, co-enrollment in a variety of programs leverages resources to allow all partners to reach successful measurable outcomes and to more quickly impact community prosperity. Referrals to Youth Can, WIOA, SNAP E&T, and Vocational Rehabilitation are completed upon intake, exit, or as needs of students arise.

The Local Board will carry out the review of local applications submitted under Title II. The State Division of Adult Education forwards applications from applicants' selected service area to the UCLWDB. The UCLWDB Executive Director and Board Chairman had the opportunity to make recommendations to the Division based upon whether the applications were in alignment with UCLWDB goals and plans. Additional factors reviewed in support were dashboard reports, One-Stop Operator data submitted by Adult Education, and performance reports.

D3. Wagner-Peyser Act services under WIOA Title III.

Title III Wagner-Peyser (WP) Staff play an integral role in Upper Cumberland AJCs. Job Services, which includes labor exchange information, are provided daily through co-enrollments with Title I. Registration of new customers in VOS and updates for existing customers are provided, along with assessments and referrals. WP Staff also serve on the Business Services Team to organize Job Fair events hosted within the AJC.

WP Staff, at the request of the TDLWD, have been temporarily re-assigned to Unemployment Insurance claim assistance since March 2019. This will continue for the foreseeable future until the TDLWD adjusts the assignment. During this time, they have continued to list job openings both on our social media platforms and the Jobs4TN website. WP has also continued to promote hiring events during this time by working on creative adaptations such as "Drive-Thru" Job Fairs as well as outdoor tent-held events.

D4. Vocational Rehabilitation services under WIOA Title IV.

The Vocational Rehabilitation (VR) Program collaborates with AJC partners, community rehabilitation service providers, educational institutions and employers to ensure that eligible persons with disabilities receive the services necessary to obtain employment in their communities. VR accepts referrals from all AJC partners and determines eligibility for all applicants. VR will work with partner staff to share in the provision of services- including support services, as appropriate, for eligible participants co-enrolled in Title I services or other AJC services. For eligible individuals and based on individual rehabilitation needs, the full array of VR referral, assessment, training, employment, counseling and guidance, specialized and support services is potentially available. VR Business Services provides employment services for individuals along with consultation services for AJC partner staff and local businesses. Students and youth with disabilities are provided pre-employment transition services based on transition from school to postsecondary education or employment related needs.

VR will maintain the co-location of VR counselors at Comprehensive and selected Affiliate AJCs along with funding for AJC infrastructure costs. Counselors will continue to work with AJC partner staff to provide consultations and services for individuals with disabilities and coordination of shared services for co-enrolled participants. A VR representative serves on the UCLWDB membership for planning and development of MOUs and the operation of the AJC system.

D5. Relevant secondary and post-secondary education programs and activities with education and workforce investment activities.

DHS/TANF-DHS provides a variety of services to individuals seeking eligibility for and receiving SNAP and TANF. TANF provides temporary cash assistance and child care subsidies and a variety of other support services available to help customers make the transition to self-sufficiency. Title I and TANF work to encourage co-enrollments as a natural integration of services. By braiding Workforce and TANF resources, the UCLWDB can more fully meet participant need. WIOA funds are last-dollar but can be utilized to pick up where DHS/TANF resources stop in areas such as transportation and child care. Additionally, WIOA can provide tuition assistance and job training to offer a "hand-up," not just a "hand-out."

SCSEP- Workforce aligns services with the Senior Community Service Employment Program (SCSEP) by assisting SCSEP participants transitioning into unsubsidized workforce. Title I Staff provide help with computer skills, online job searches, resume assistance, and job readiness skills. When appropriate and eligible, supportive services may be provided to remove barriers such as lack of interview clothing or to meet transportation needs.

D9. Provide a copy of the local supportive service policy and describe how the Local Board will coordinate the provision of transportation and other appropriate supportive services in the local area.

Transportation is primarily coordinated throughout the Upper Cumberland through supportive services. Our workforce area consists of largely rural areas where urbanized transportation methods are not available. Many communities do not have access to bus or van routes and therefore rely on their own personal vehicles for transportation. Additionally, many individuals living in rural areas must drive long distances to participate in WIOA activities. For our many rural areas, one-way travel to a training institution can be over an hour drive. This creates a financial barrier as the individual must provide for gasoline and car maintenance. The UCLWDB recognizes transportation as a massive barrier for much of our population and therefore, places a high value on offering transportation assistance. We have developed the UCLWDB Supportive Services Policy (*See UCLWDB Supportive Services Policy, Attachment 7*) to address and help alleviate this barrier through supportive service payments towards mileage reimbursements and car maintenance. Additionally, our policy allows for reimbursements of ride share and public transportation costs in the limited areas it is available.

D10. Describe the local referral process. Identify entities between who the referrals occur, internal and external methods used to refer, roles related to referrals, methods of tracking referrals, specific arrangements to assure that individuals with barriers to employment, including those with disabilities, can access available services.

The One Stop Operator is the facilitator of referrals and co-enrollments in the Upper Cumberland. Referral to appropriate programs is crucial for participant success throughout their career pathway. Once a Common Intake Form is completed the Welcome Function staff assess the individual's information and makes an immediate referral to all partner programs to which the customer may be eligible. The One Stop Operator continually tracks, monitors, and trains staff on the established processes for customer referrals. The One-Stop Operator continuously monitors UCLWDB referral and enrollment processes to ensure improvement for our customers and partner staff. Continually gathering information allows adjustment to be made and new referral tools to be developed. One referral tool recently developed by our One-Stop Operator is the Common Intake. The Common Intake Form is used to address customer needs and is also used as a referral tool for AJC Partners. This cost-effective procedure immediately alerts staff members to the individual customer needs. Whenever possible, a warm-hand off method is utilized where clients are physically introduced to other partners within the American Job Center. Unfortunately, this method is not consistently available at affiliate sites. In cases where referrals cannot be made in person, the common intake is scanned and emailed to the appropriate partner program for future coordination with the client.

Referral partners include but are not limited to, Title I programs, Adult, Dislocated and Youth, Title II Adult Education, Title III Wagner-Peyser to include SNAP E&T, RESEA and TRA/TAA, along with Title IV Vocational Rehabilitation and Temporary Assistance for Needy Families (TANF). Each month, AJC Partners receive an estimated 135 referrals from community-based partners such as TN Reconnect, Human Resource Agencies, TCATS and Community Colleges. Each of those referrals are contacted by Career Specialists within 48 hours and an estimated 80% are enrolled in an AJC Partner Program.

As One-Stop Operator, Mid Cumberland Human Resource Agency (MCHRA) ensures functional alignment success within the AJC by conducting regular evaluations of practices and referral processes, as well as by having an open

apprenticeships within our region. Local and Regional planning, coordination and cooperation of apprenticeships will be a forward focus of the Upper Cumberland in these coming years.

LWDA	Amount of Funding
Upper Cumberland	\$55,000.00

Consolidated Business Grants- Work based training programs are an effective strategy to provide high-quality employment opportunities to participants, as well as providing skilled workers to meet the needs of area employers. The Upper Cumberland has received the following funds to develop work-based learning and support regional training opportunities in 2020:

LWDA	Amount of Funding
Upper Cumberland	\$246,300.00

Unfortunately, COVID-19 pandemic business closures and social distancing restrictions have created an impossibility of performance for our CBG contracts prior to the contract deadline. The UCLWDB has applied for an extension on these funds to be able to complete our CBG contracts by the end of the 2020 calendar year. We are awaiting a final response on this extension.

Rural Initiative Grants- RI Grants bring much needed funding to workforce development in Tennessee's At-Risk and Distressed Counties. The administration of these funds will work to strengthen rural areas within the region. The Tennessee Department of Labor and Workforce Development Commissioner has set Distressed and At-Risk counties as a focus, recognizing they having the greatest number of barriers to enter the workforce system. In collaboration with Governor Lee, the Commissioner has created a vision to address this special population. In support of their agenda, Upper Cumberland Initiative monies will assist individuals within these areas in the following ways:

LWDA	Funding Amount	Focus
Upper Cumberland	\$504,356.40	For the Distressed Counties of Clay, Jackson and Fentress, the focus will be on bridging the training gap for out-of-school youth who have experienced broken educational pathways. For the At-Risk Counties of Warren, Overton and Van Buren, funding will support re-entry initiatives bringing TCAT welding training into the county jails.

Dislocated Worker Grants/National Emergency Grants- The Upper Cumberland LWDA will seek funds to support disaster recovery through 2020 Federal Dislocated Worker Grants funding opportunities. These funds will be applied for and disbursed by the State of Tennessee to areas of greatest need. Awarded funds will support COVID-19 disaster relief, humanitarian efforts and employment recovery. The UCLWDB is hopeful funds will be awarded to assist in purchasing required personal protective equipment as well as utilizing dislocated workers to clean and sanitize local government offices.

E1. A description and assessment of the type and availability of adult and dislocated worker employment and training activities.

Administration of the grant dollars listed above increases the Upper Cumberland's capacity to facilitate work readiness and boost the local area supply of skilled workers available to our employers. Beyond special grant funded opportunities, the UCLWDB will focus on workforce development through individualized services, work-based learning programs, barrier removal, and concentrated efforts on adapting our workforce.

Individualized Services: The UCLWDB is preparing to answer workforce needs by providing a wide range of employment and training activities for Adults and Dislocated Workers. These range from intensive one on one case

The Upper Cumberland will be working towards enhancing strategies to promote entrepreneurial skills training and microenterprise services locally and on the regional level. This will be accomplished through crucial community partnerships accessed to serve innovation and business development in various stages. Pipeline entrepreneurial skills training will be encouraged through Career and Technical Education instructors as well as secondary school STEM programs. On-the-Job Trainings will be asked to expand to evolve individual interests and inclinations. Once ready to utilize these skills, partnerships with local non-profit entrepreneurial offices, Small Business Administrations and area Chambers of Commerce will facilitate business plan development and successful acquisition of start-up funds.

E2. A description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response.

In addition to working with complementary service providers to leverage support provided to customers, the One-Stop Operator also works directly with employers facing layoffs to connect dislocated workers with WIOA services and other outreach events. This process helps those individuals to return to the workforce as quickly and seamlessly as possible. Rapid Response events are a coordinated effort by multiple partner programs and generally include the following:

- Onsite Rapid Response presentation facilitated by at least one representative from each program, providing a summary of programs and services offered through the American Job Center.
- An informational packet which includes a full list of all AJC locations in the region, directory of AJC Services listing all partners, list of recent job postings on Jobs4TN for specific counties, directory of resources such as DHS and Health Dept. contact information, Adult Education, SNAP E&T and TN Reconnect materials.
- Access to local employers for specialized recruiting
- Mobile AJC services to include assistance with Jobs4TN, resume writing, cover letter, mock interviews, and job search
- Onsite scheduling of appointments with Title I Dislocated Worker Career Specialist if desired
- Referrals to partners and other agencies as appropriate

Section F: Youth Activities

Current Youth program activities provide access to all fourteen elements legislated through WIOA. The end goal of gainful employment is reached by participation in a number of activities. These activities may include tutoring to ensure attainment of a diploma or equivalent, exploration of and linkages to postsecondary educational and occupational training opportunities, assistance with employment readiness and search, and linkage to employers and the job market. Youth participants are provided opportunities for Paid Work Experience (PWE), the One-Stop Operator's subsidized employment program which connects WIOA Title I Youth participants to valuable work experience. A PWE placement often aligns with a participant's educational and career goals and provides an opportunity for youth to gain valuable on-the-job experience. After the short-term employment comes to an end, participants are often hired permanently by the worksite employer. If not, they are able to move on to a new opportunity with the experience and references gained. Additionally, if it is determined that a youth participant has a disability, they are co-enrolled with vocational rehabilitation for additional services. This co-enrollment gives the youth access to support above and beyond what Title I can provide.

F1. A description and assessment of the type and availability of youth workforce investments activities, including activities for youth with disabilities, and an identification of successful models of these activities.

Title I Youth services are currently provided through a contracted service provider procured in conjunction with the Title I Adult and Dislocated Worker services. However, upon recent recommendation of the state, the Title I Youth services will be competitively procured through a separate Request for Proposal (RFP) for PY2020 and forward. The UCLWDB acknowledges the need to evaluate and redesign the youth program strategies and delivery of services. Implementing a separate Youth Services RFP along with the TDLWD comprehensive Youth Program Framework will allow the UCLWDB to better align services, partnerships and resources to prepare youth- including those with disabilities and barriers to employment for success in attaining education, training and employment goals.

Upon receipt of information regarding the comprehensive Youth Program Framework in March 2020, the UCLWDB began the process of evaluating current practices, strategies, and service delivery. We have been able to identify

with the provider to determine a system to be used for tracking referrals made when an individual has been identified as ineligible. Individuals identified as ineligible must be referred to another agency who is able to serve the individual.

Partnerships: The UCLWDB is dedicated to establishing and cultivating partnerships to ensure program and participant success and will continue to look for opportunities to expand the collaboration. The UCLWDB has a strong partnership with the Local Education Agencies (LEA) in each of the fourteen counties to promote the programs within the American Job Centers for not only youth but all citizens of the region. The UCLWDB believes the LEAs are a key partner in the success of our programs. Through our Rural Graduation Initiative established in 2018 and our partnership with the Upper Cumberland TN Pathways Coordinator we have been able to expand our partnership to not only high school counselors but all school counselors K-12 and Career and Technical Education (CTE). We actively participate in school career and college fairs and we are an active partner in the LEAs professional development activities. This partnership helps to ensure we are connected to the students and their families. Prior to COVID-19, we were actively working with the Upper Cumberland TN Pathways Coordinator and CTE educators across the region to expand and extend the work-based learning experiences for students to include summer employment opportunities in their identified pathway. A new partner this past year, that will soon be creating a presence in one of our comprehensive sites is Volunteer Behavioral Health. We have streamlined our partnership with them to also include professional development opportunities with the LEAs. Securing the presence of Volunteer Behavioral Health in our AJC will ensure a smooth referral process and delivery of specific program elements. We believe this partnership will become a promising practice as our sound partnership with Vocational Rehabilitation (VR). Our sound partnership with VR allows for a seamless referral and co-enrollment immediately upon identification of the need for services during the intake process. The continued growth of the Highlands Economic Partnership and TN Pathways proves to be a best practice in aligning the K-12, post-secondary, workforce development and employers in meeting the growing needs of the in-demand sectors identified for the Upper Cumberland in Advanced Manufacturing, Health Sciences, IT/Computer Science and Education. Representatives from both partners serve as members of the UCLWDB.

Youth Targeted Populations Committee: To ensure the success of the Youth program the UCLWDB will look to further utilize the established Youth Committee to evaluate and assist with developing effective strategies that support the state and local goals, to produce positive outcomes for the participants and the program activities. The committee will look to create opportunities for former participants to share their success in the program and provide volunteer opportunities for former participants.

F2. A description of how local areas will meet the requirement that a minimum of 50% with waiver or 75% with waiver, of the youth expenditures for out-of-school youth.

In 2018, the UCLWDB voted to opt-out of participating in the In-School Youth (ISY) waiver, opting instead to focus on Out-of-School-Youth (OSY) in our region. We are consistently meeting the seventy five percent (75%) requirement of OSY expenditures through Individual Training Accounts (ITAs) provided to OSY. These ITAs are based on the local Individual Training Accounts policy allowing OSY access to training programs provided by an approved provider on the Eligible Training Provider List (ETPL). The seventy five percent (75%) OSY requirement is an element of the service provider contract and MOU. Expenditures are monitored by the fiscal agent and staff to the board through desktop review, site visits, fiscal and contract monitoring.

The UCLWDB will continue to focus on providing services to OSY. However, through outreach and partnerships with the local education agencies (LEAs) we have identified a need to support and serve more ISY. If approved, the state proposed waiver to reduce the seventy five percent (75%) to fifty percent (50%) will allow us the opportunity to better serve the Upper Cumberland youth population regardless of the school status. This shift will produce a larger pool of young people who are prepared to meet the workforce needs of the area.

F3. A description of how the LWDA will meet the requirements of the in-school youth waiver including the expenditure requirement for in-school youth and ITA opportunities for in-school youth.

Our strong partnership with local education agencies (LEAs) and post-secondary providers has allowed the unique opportunity to identify a gap in serving ISY- especially at-risk youth. Our partnership provides the secondary school

G3. Describe how the local board will focus efforts on priority populations to help meet the negotiated State and Local Performance Measures (KPIs).

The UCLWDB will engage in a three-pronged approach when serving priority populations to help meet performance measures:

Internal Documents- The UCLWDB will utilize the Request for Proposals (RFP) process and the resulting contract award to drive efforts to focus on priority populations. The RFP published will require bidders to incorporate into their plans a focus on priority populations in their RFP responses. A component of the RFP will ask bidders to provide a response on how and what innovative outreach approaches they will take to reach priority populations. This will allow the UCLWDB to select a provider dedicated to serving priority populations and will in turn, make the selected provider ultimately more successful in meeting performance requirements. The UCLWDB Partner's Memorandum of Understanding (MOU) is also used to pinpoint each partners' specific focus on priority populations. The MOU is the guiding document for service provision between all contributing partners in our local workforce system. Moving into Program Years 2020-2022, the UCLWDB plans to require more detail within the MOU to specifically outlining each partner's efforts to assist priority populations. Further development of both the RFP components and Partner's MOU will encourage co-enrollment, which will ultimately be crucial in meeting KPIs.

Delivery of service- Meeting performance measures in priority populations will necessitate an evaluation of our service delivery processes and methods. An honest evaluation of customer survey feedback, mayoral and partner input, as well as board member discussions will look at all aspects of service delivery to determine where strides can be made. Improved delivery of service will not only boost client experience but also naturally improve performance outcomes.

Outside Agencies- The UCLWDB will secure outside agency partnerships to assist priority populations in meeting program goals. Outside agencies can help us identify priority populations and help to provide the holistic approach to serving them. For instance, the UCLWDB has cultivated a strong partnership with Volunteer Mental Health, a local area provider of mental health services. They have been able to bring a new skill set to the workforce table by offering their mental health expertise. Prior to this partnership, we found many individuals were unable to complete WIOA programs even when provided all of our workforce tools. We were unable to address pre-existing mental health and drug addiction issues that prevented ultimate success. Through our partnership we have been able to fill this gap and address participants as a whole. This has proved particularly needed in our work with Justice-Involved Individuals. Volunteer Mental Health has been a vocal partner in all UCLWDB re-entry programs for this reason.

Section H: Training Policies and Activities

H1. How the local area will encourage the use of work-based learning strategies, including the local area goals for specific work-based learning activities and proposed outcomes related to these activities.

The Upper Cumberland Local Workforce Development Board has maintained Business Outreach and Consolidated Business Grants (CBG) Coordinator responsibilities as a function of Staff to the Board. The rationale for this decision is the need for immediate support and oversight when providing services to businesses throughout the Upper Cumberland. Standard operating procedure for this position requires ongoing conversations with business representatives about their training needs which promotes incumbent worker or on-the job training opportunities. The CBG Coordinator also serves as the Business Team Lead for the AJC. The regular exchange of information expedites the process of supporting business training and hiring needs by all AJC partners. Maintaining close contact with post-secondary training providers has presented several opportunities for customized training. For example, a local business has approached the Livingston TCAT to request a skills upgrade training for their employees. The TCAT President connected the HR representative with the CBG Coordinator. Through this connection, the Company is able to offer this important training without the worry of covering the cost of the entire course. (*See Upper Cumberland Local Workforce Development Board WIOA Work Based Training Policy, Attachment 12*).



The UCLWDB's goal is to weave career and technical education and career pathways into our work-based learning strategies. Providing employers with a skilled and trained workforce ready to meet their pipeline needs begins by offering work-based learning programs in high schools. The UCLWDB approach utilizes the Tennessee Pathways Program Coordinators and CTE instructors in every county to develop work-based learning

perspective on current and upcoming workforce and pipeline demand is invaluable to Board decisions. Our county mayors also provide crucial information on their commerce and skilled workforce needs. Each mayor is able to communicate the pulse of their county's economic demands. External industry opinion beyond our mayors and Board members is also gathered through regular meetings with the Highlands Economic Partnership Advanced Manufacturing Committee. As our staff cultivates relationships with industry representatives through any of these measures, each is invited to attend local board meetings so they can contribute to the vision of our region.

Section I: Work-Based Learning Initiatives

Work-Based Learning (WBL) initiatives are an effective strategy to provide high-quality employment opportunities to participants, as well as providing skilled workers to meet the needs of area employers. UCLWDB WBL opportunities focus on On-the-Job Training, Registered Apprenticeships, Incumbent Worker Training, and Work Experience. Our WBL initiatives are employer-driven and provide grant subsidies to employers who hire individuals facing barriers to employment. All work-based training contracts will be limited to "in-demand" occupations (defined in WIOA Section 3(23)) within the local labor market. The term "in-demand industry sector or occupation" is an industry sector that has a substantial current or potential impact (including jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. Labor Market Information (LMI) shall be provided by to the Board for consideration of approval for WBL funding requests, along with local economic factors, population density, and workforce education levels.

Work-Based Learning advocacy and outreach is a primary focus of UCLWDB Staff to the Board. The Business Services Coordinator, under the supervision of the UCLWDB Executive Director, functionally directs Business Services in coordination with the OSO. They work as a cross-functional team to develop service strategies and engage businesses throughout the region in alignment with local and regional goals. All outreach activities and services are recorded within VOS by the Business Services Team member that conducted the outreach or performed the service. Quarterly reports of outreach and activities shall be provided to the UCLWDB representative for Compliance and Monitoring. WBL advocacy requires maintaining close contact with post-secondary training providers and community partners. These connections have presented several opportunities for customized training. UCLWDB connections with area TCATs have been able to foster WBL trainings that are responsive to industry needs. For example, a local manufacturing business recently approached the Overton County TCAT to request skills upgrade training for their employees. The TCAT Director, UCLWDB Executive Director and Special Projects Coordinator are working together to develop WBL opportunities to answer this need. WBL advocacy and outreach is also stemmed through our relationships with community and economic groups such as The Highlands Economic Partnership. UCLWDB Staff to the Board attend frequent meetings with industry officials such as chamber meetings or board meetings to ensure our objectives are in line with the needs of the employers of the region.

Registered Apprenticeships: Registered Apprenticeship is a work-based learning model where apprentices have supervised on-the-job training, along with job-related education, all while working full-time for the employer and earning a wage that increases during progression of the program. Registered Apprenticeship provides the apprentice with an advanced set of skills that meet the specific needs of industry employers. Apprenticeships are registered and validated by the U.S. Department of Labor. Upon completion of the RA program, participants will receive a nationally recognized and portable credential from the U.S. Department of Labor. In Program Years 2020-2022, the UCLWDB will working to expand apprenticeship strategies with local employers and build industry interest. The on-boarding of Regional Apprenticeship Directors will assist in coordination of these swelling efforts, as will a focus on Apprenticeships by the TDLWD and Governor.

and TN Dept. of Labor and Workforce Development. The Business Services Team works to provide include job fairs, workshops, direct referrals, Work Opportunity Tax Credit explanations, federal bonding assistance, training grant opportunities and Veteran's services to Upper Cumberland businesses. This team meets monthly to maintain a service strategy and regularly exchange information to support business training and hiring needs by all AJC partners. Strategies are based on the needs of the community, as identified by the board, and are in alignment with local, region and state efforts.



The Business Services Team saw tremendous success hosting job fairs within the Putnam County AJC in late 2019 and early 2020. They were able to host twice weekly hiring events and enjoyed record turn out by both employers hiring and job seekers. This not only increased engagement between employers and future employees, but also increased foot traffic into the AJC building. These prosperous events received positive industry feedback and further strengthen existing and budding business relationships. The team's forward goal is to continue regular hiring fairs not just at the Putnam County AJC, but also in the Cumberland County AJC as well. In addition to these regular hiring events at both comprehensive centers, the team plans to host at least one hiring event every month in each Affiliate AJC site. Although temporarily halted by COVID-19 gathering restrictions and AJC temporary closures, the Business Services Team is ready to adapt and build upon their success. They are busy working towards creative ways to continue connecting employers and potential employees within an adapted environment. Virtual assistance is being offered to employers by listing open positions on JOBS4TN, creating marketing flyers, and support with pandemic adjustments. Additionally, virtual hiring fairs, "drive-through" hiring events and employment experiences that practice safe social distancing are also being explored for the near future.

Section K: Initiatives for Distressed and At-Risk Counties

K1. Provide details on how the local board will implement new programs to best serve rural areas (Distressed and At-Risk).

Programs to support rural areas are crucial to the Upper Cumberland. Not only is our workforce area predominately rural, but forty-three percent of our territory is defined as either Distressed or At-Risk. Out of the fourteen counties we serve, three are considered "At-Risk" and three are "Distressed." While all of our rural counties share common challenges, we recognize "At-Risk" and "Distressed" counties face economic and workforce issues unique to their location, community resources and circumstances. With an understanding of these differences, the UCLWDB will take a two-fold approach to most effectively utilize our Rural Initiative funding over the next two program years. This two-fold approach will focus on bridging rural educational gaps within our "Distressed" counties and programs for justice-involved individuals within our "At-Risk" Counties.

Distressed Counties: Project "Pathways Interrupted"- For our distressed counties, the goal is to get individuals working as quickly as possible. Through operating a separate program called Rural Graduation Initiative (RGI), the UCLWDB has identified a population often left-behind. Open discussions with local mayors, educational partners and school counselors pointed to educational gaps existing within the Out-of-School Youth (OSY) and sometimes Adult populations that we serve. Particularly within our distressed counties, these partners encounter many former students who intended to go on to post-secondary training but were unable to actually attend due to an unanticipated lack of funding. Additionally, some may have intended to go immediately to work upon graduation

enrolled with WIOA and other partners to ensure the widest range of services is provided. Veterans and Wagner-Peyser Staff are also included in local Drug Court and Veteran Recovery Court processes. As such, individuals subject to the Court are mandated to meet with AJC staff, who then seek to assist in removing potential barriers to employment.

During Program Year 2019, the UCLWDB formed a re-entry strategic planning group utilizing multiple community and faith-based partners. This group included partners such as mental health, drug courts, human services agencies, higher education representatives, and probation officers together for a wrap-around approach. This team immediately created a "Re-entry Contact List" as well as an up-to-date "Justice-Involved Employer List" and continues to work towards building a strong re-entry program. Continued and expanded coordination between the Department of Children's Services (DCS), Department of Human Services (DHS), law enforcement representatives (i.e. Parole and Probation Officers, Jail Administrators), local attorneys, housing authorities, mental health organizations, drug recovery programs and homeless shelters is our goal moving into Program Years 2020-2022. An example of this coordination is already happening in the Cookeville AJC as it hosts foster care classes for justice-involved individuals in conjunction with DCS.

Our re-entry strategic planning group also has some exciting initiatives on the horizon. Innovative thinking has been the hallmark of our meetings. With partner engagement and a creative approach, the following re-entry programs have moved into planning phases:

Daily Reporting/Community Resource Center Module- Our team identified a desire for a Daily Reporting Center (DRC)/Community Resource Center (CRC) type facility to assist in transitioning released individuals. Tennessee Department of Corrections (TDOC) DRC/CRC facilities work with offenders through a balance supervision and rehabilitative services. Their model creates accountability for recently justice-involved individuals while providing concentrated access to probation, mental health, drug recovery, education, and workforce services. While the TDOC does not have funding to place an official DRC/CRC in our service area, we believe our team can create a local "DRC/CRC"-type center patterned off this model. Warren County, already a leader in JII programs, is excited to explore this option for their county. Workforce and Warren County re-entry stakeholders are working together to put this plan into reality within the 2020-2022 Program Years. Our team recently toured an official DRC/CRC in Knoxville, Tennessee and spent several hours learning from their staff. As we continue to move forward, we are seeking mandated participation through Warren County judges, grant funding opportunities, and a rental space to host the facility.



Members of the Upper Cumberland Re-entry Task Force visited TDOC Day Reporting Center in Knox County on December 6, 2019.

Tiny House Re-entry Community- Housing is an enormous barrier for justice-involved individuals transitioning back into the community. These individuals typically lack a steady income to afford housing directly out of incarceration. Chances of recidivism are also greatly increased when the ex-offender immediately returns to their original environment that may include unhealthy influences or lack support needed to be successful. The UCLWDB has actions underway to pursue the creation of a Tiny Home Community in Putnam County to serve as a workforce-focused half-way house community.

We have received initial support from the County Mayor as well as pledges of support from faith-based groups. We have sought out and received guidance from similar programs in other states that have proven successful. This initiative was gaining great speed prior to a temporary halt during the COVID-19 pandemic. As our workforce crisis begins to stabilize from this emergency, we look forward to pursuing our next steps. We have several methods of

Performance Improvement: The performance team representatives for each program will use the data, trends, and outcomes identified during the mid-quarter meetings to identify areas of improvement and deficiencies.

Staff to the Board, along with performance team representatives, will track performance outcomes using local, regional and state data sources and reporting tools. Outcomes will be reported to the local board using a dashboard report that explains in detail the performance indicators. The UCLWDB will be able to use the dashboard reports and meeting outcomes to make fact-based decisions to drive performance, strategies and policy alignment in meeting the local negotiated performance targets to become and remain a high performing board.

Primary Indicators of Performance- Section 116 of the Workforce Innovation and Opportunity Act (WIOA) establishes performance accountability indicators for the individuals served by each of the six core programs, Adult, Dislocated Worker, and Youth authorized under WIOA Title I and administered by the U.S. Department of Labor; the Adult Education and Family Literacy Act (AEFLA) program authorized under WIOA Title II and administered by the U.S. Department of Education (ED); the Employment Services (ES) authorized under the Wagner-Peyser Act, as amended by WIOA Title III and administered by DOL; and the Vocational Rehabilitation (VR) program authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV and administered by ED.

Title I Adult, Dislocated Worker and Youth and Title II Adult Education and Family Literacy Act must meet expected levels of performance for the following:

- Employment Second Quarter after Exit
- Employment Fourth Quarter after Exit
- Median Earnings Second Quarter after Exit
- Credential Attainment Rate
- Measurable Skill Gains

Title III Employment Services under Wagner-Peyser must meet expected levels of performance for the following:

- Employment Second Quarter after Exit
- Employment Fourth Quarter after Exit
- Median Earnings Second Quarter after Exit

The UCLWDB members, the chief local elected official and the Governor must negotiate and reach agreement on local levels of performance for two years at time, based on the state's negotiated levels of performance. Local negotiations must be completed by September 30th within each year that negotiations occur. PY 18 and PY 19 final outcomes will be used in determining goals for PY 20 and PY 21. The UCLWDB's most recent State negotiated Primary Indicators of Performance are attached (*See Primary Indicators of Performance, Attachment 15*) and will be updated when PY 20 and PY 21 negotiations are determined.



Key Performance Indicators (KPIs)- Provide a way of measuring the effectiveness of an organization in achieving its goals. In pursuit of continuous improvement, the Tennessee Department of Labor and Workforce Development developed annualized regional and state KPIs. KPIs align with the Governor's Objective to become the best public workforce in the nation; increase transparency, fiscal accountability, responsiveness, and foster regional collaboration.

KPIs are set by the state and were developed in order to increase the impact of the public workforce system, primarily through increased enrollment. The state identified the following programs to have new enrollment targets:

- | | |
|--|---|
| • Title I Adult, Dislocated Worker and Youth | • Supplemental Nutrition Assistance Program |
| • Title II Adult Education | • Employment and Training (SNAP) |
| • Title III Wagner-Peyser | • Jobs for Veterans State Grant (JVSG) |
| • Title IV Vocational Rehabilitation (VR) | • Re-Employment Services and Eligibility |
| • Senior Community Service Employment | • Assessments (RESEA) |
| • Program (SCSEP) | • Migrant and Seasonal Farm Work (MSFW) |
| • Trade Adjustment Assistance (TAA) | • Reentry |

direct linkage is utilized in that order.) Direct connection is made whenever possible, and all partners are accessible from each AJC location.

The One-Stop Operator complies with WIOA Section 188 and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) by providing for the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. Full access is ensured through extensive training for all staff on addressing and meeting needs of individuals with disabilities. (WIOA Section 108[b][6][C].) In addition to training, access is achieved through various tools utilized within the AJCs to assist customers with barriers. All comprehensive AJCs are equipped with assistive devices for the hearing and vision impaired, including CapTel phones. These phones allow customers with disabilities to reach independence in their job searches and other career services.

Every aspect of our American Job Centers, including the Welcome Function is ADA compliant and is developed in order to provide exceptional services to the elderly and individuals that have disabilities of any kind. In addition to this, AJC staff are trained on providing priority of services to veterans, and all signage is clear, legible and typed.

Section B: Fiscal Management

B1. Identify the entity responsible for the disbursement of grant funds described in WIOA as determined by the CLEO or Governor under WIOA.

The entity responsible for the disbursement of grant funds as described in WIOA and as determined by the CLEO, is the Upper Cumberland Local Workforce Development Board, Incorporated (UCLWDB). This entity has approved 501(c)(3) tax status from the Internal Revenue Service and operates as a non-profit corporation. The UCLWDB assumed fiscal responsibilities effective July 1, 2019. (*See Fiscal Agent Agreement, Attachment 18*).

B2. Provide a copy of the local procurement policy and procedures and describe the competitive process that will be used to award the sub-grants and contracts for WIOA Title I activities.

A copy of the local procurement policy and procedures is attached to this plan. (*See UCLWDB Procurement Policy, Attachment 5 and UCLWDB Procurement Manual, Attachment 19*). All competitive procurement transactions will be conducted in a manner providing full and open competition consistent with the standards provided in 2 CFR 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. The UCLWDB procurement transactions will contain no requirements that unduly restrict competition as specified in 2 CFR 200.319(a) and (b). The UCLWDB procurement procedures will ensure that all solicitations:

- incorporate a clear and accurate description of the technical requirements for the material, product(s), or service(s) to be procured in a manner that does not unduly restrict competition, and
- identify all requirements that the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

The UCLWDB will ensure that all prequalified lists of persons, firms, or products, that are used in acquiring goods and service are current and include enough qualified sources to ensure maximum open and free competition. The UCLWDB will not preclude bidders from qualifying during the solicitation period.

When conducting competitive proposals, the following requirements apply:

- A formal sealed bid solicitation process shall be used when the estimated aggregate total of the expense is \$50,000 or more, including renewal terms of multi-year awards. This formal competitive process will be conducted by issuing a Request for Proposals (RFP). UCLWDB procurement professionals should consult the UCLWDB Procurement Manual when conducting a formal solicitation process. All awarding contracts must be approved by majority vote of UCLWDB members.
- Requests for proposals must be publicized on the UCLWDB website as well as applicable legal publications and identify all evaluation factors and their relative importance. Efforts will be made to make the RFP as widely available as possible. Any response to publicized requests for proposals must be considered to the maximum extent feasible;

C4. Any other funding sources.

As a non-profit corporation, the UCLWDB is ready recipient of alternate funding sources. Non-federal grants and private funding sources are being actively pursued to generate unrestricted funds. Any potential opportunities identified will be presented to the CLEO and Board Chair for a decision on proceeding.

C5. Description of any other leveraged funds to include any fee based and/or revenue generated.

None at this time, but we are actively pursuing revenue generating opportunities for the future.

C6. Provide description of in-kind resources, including the methods to determine their value.

Currently, there are no cash in-kind sources included in the UCWLDB budget.

C7. Attach supporting materials (not form letters).

Other than the detailed budget already attached, there are no additional supporting materials included.

Section D: Transfers of Workforce Funds

D1. To transfer funds between the adult and dislocated worker funding streams.

It is the intent of the UCLWDB to work within the parameters established by each of the funding streams created by Title I grants. UCLWDB evaluates expenditures and enrollment of participants by funding stream monthly. UCLWDB retains the option to re-designate up to 100% of funds between Adult and Dislocated Worker to ensure availability of resources and flexibility to meet changing customer needs. Plant closures or economic down turns in the area may dictate the need for immediate review resulting in a request to transfer funds from Adult to Dislocated Worker. Technical assistance from State Staff would play an integral part in any decisions to transfer funds between funding streams.

D2. To use funds for incumbent worker training as outlined in WIOA Sec. 134(d)(4)(A)(i).

The UCLWDB Fiscal Agent and Executive Director work together to evaluate the need for resignation of funds. If a transfer is deemed necessary, specific amounts are identified and a request to transfer is presented to the CLEO and Board Chair. If they are in agreement, the request is then forwarded by the CLEO and Board Chair to the TDLWD Grants and Budget Department through the Grants4TN system.

D3. To use funds for transitional jobs as outlined in WIOA Sec. 134(d)(5).

The UCLWDB Work Based Training Policy (*See Attachment 12*) allows for provision of transitional jobs to individuals with barriers to employment who are chronically unemployed or have an inconsistent work history. The UCLWDB Work Based Training Policy restricts the implementation of this work-based learning strategy to not more than 10% of local formula funds. Transitional jobs are time limited, aligned with the individual's specific needs for skill training and hands on job experience. These jobs, combined with comprehensive career and supportive services, seek to demonstrate the individual's success in the workplace, and develop skills leading to entry and retention in unsubsidized employment.

Section E: Cooperative Agreements for Provision of Services

E1. Include cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers and other efforts at cooperation, collaboration and coordination.

Cross Training- The One-Stop Operator (OSO) ensures AJC staff are cross-trained through Quarterly Cross Training events. Participation in Quarterly Cross Training is mandatory for all partners. Training topics are selected through requests submitted from partners, data and processes analyzing system strengths and weakness, TDLWD training requests, and current relevant issues. Additionally, cross-training occurs at monthly partners meetings

APPENDIX B- Budget

GRANT BUDGET				
GIVE Program Competitive Grant				
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following				
Applicable Period: BEGIN: 11/15/21 END: 05/15/24				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1, 2	Salaries, Benefits & Taxes	\$262,708	0.00	0.00
4, 15	Professional Fee, Grant & Award ²	0.00	0.00	0.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$16,141	0.00	0.00
11, 12	Travel, Conferences & Meetings	\$5,800	0.00	0.00
13	Interest ²	0.00	0.00	0.00
14	Insurance	0.00	0.00	0.00
16	Specific Assistance to Individuals	\$3528	0.00	0.00
17	Depreciation ²	0.00	0.00	0.00
18	Other Non-Personnel ²	0.00	0.00	0.00
20	Capital Purchase ²	\$677,980	0.00	0.00
22	Indirect Cost	0.00	0.00	0.00
24	In-Kind Expense	0.00	\$29,910	0.00
25	GRAND TOTAL	\$966,157	\$29,910	\$996,067
	Line Item 1 would provide a full-time instructor as well as 1 part time instructors.			
	Line 5-10 covers all disposables required for and EMT program			

	Line item 16 is to cover the students National Testing fee required for State License at \$98 per person.			
	Line 20 is explained in attached document.			
	Line 25 is Houston Austin spending 10 percent of his time at a rate \$509/month for 30 Months Kenny Moffitt spending 10 percent of his time at a rate of \$488/month for 30 Months			

¹ Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, *Uniform Reporting Requirements and Cost Allocation Plans for Sub recipients of Federal and State Grant Monies*, Appendix A. (posted on the Internet at: www.state.tn.us/finance/act/documents/policy3.pdf).

² Applicable detail follows this page if line-item is funded

Capital Purchase	Amount
Manikin, Adult Intubation	\$4000
Manikin, Adult CPR	\$600
Manikin, Child CPR	\$600
Manikin, Infant CPR	\$600
Stethoscope, Individual	\$120
Stethoscope, Teaching	\$60
MAST	\$1000
Long Spine Board	\$500
Clam Shell Device	\$500
Oxygen Tank and Regulator	\$500
OB Manikin	\$1000
IO manikin	\$2000
Stretcher	\$16,000
I-simulate	\$18,000
Pediatric Mannequin	\$2000
Airway Heads (All age Groups)	\$10,000
IV ARMS	\$1800
IO Drill	\$1200
EJ Trainer	\$1000
Anatomy Models	\$5000
High Fidelity Mannequin	\$20,000
Stat Mannequin	\$5000
Computers	\$12,000
Equipment Trailer	\$15,000
Simulator Trailer	\$200,000
Per Sim	\$300,000
2021 SUV for trailer movement	\$58,000
Sager Splint	\$500
Traction splint	\$500
Padded Board splints 15" 36"54"	\$500
Total	\$677,980

Appendix C – Partnerships

Warren County Chamber of Commerce

Warren County Schools

The Upper Cumberland Directors Association

Warren County EMS

Memorandum of Understanding

between

Motlow State Community College

and

Warren County Board of Education

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Motlow State Community College and the Warren County Board of Education who are partnering to support to the Governor's Investment in Vocational Education (GIVE) Grant 2.0 program.

Partner name: Motlow State Community College

Partner representative: Houston Austin

Position: Director of EMT Education

Address: 225 Cadillac Lane, McMinnville, TN 37110

Telephone: 931-265-8453

E-mail: haustin@mscc.edu

Partner name: Warren County High School

Partner representative: Tracy Risinger

Position: CTE Director

Address: 199 Pioneer Lane & 2548 Morrison Street

Telephone: 9316685915

Fax: 9316685888

E-mail: risingert@warrenschoools.com

Purpose

The purpose of this MOU is to establish an agreement between the above-mentioned parties concerning their respective roles and responsibilities for implementation of a GIVE 2.0 grant. This agreement is to establish and coordinate joint processes and procedures for the provision of the GIVE 2.0 grant program for students, staff development, supervision, and program evaluation.

Governor's Investment in Vocational Education 2.0 Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the GIVE 2.0 program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the GIVE 2.0 project:

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For the lead agency, MSCC, the responsibilities and agreements include:

- ☒ *Serve as the fiscal agent for the grant.*
- ☒ *Provide needed support including office space, telephone use, and computer use to carry out the administrative duties of the GIVE 2.0 grant.*
- ☒ *Provide classroom space and other appropriate space to accommodate the GIVE 2.0 program.*
- ☒ *Be responsible for purchasing necessary materials/supplies/equipment for designated components in accordance with the GIVE 2.0 grant budget.*
- ☒ *Support staff in trainings and professional development opportunities in areas related to programming and issues.*
- ☒ *Complete paperwork related to any association with the program.*
- ☒ *Provide access to assessment and other available data for the purposes of program evaluation.*
- ☒ *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- ☒ *Recruit and refer students to the GIVE 2.0 program work.*
- ☒ *Participate on the Advisory Team.*

For the school partner, the following may apply:

- ☒ *Provide classroom space and all other appropriate space to accommodate the GIVE 2.0 program. (Classroom Space can provided during CTE Health Science teacher planning periods based on availability)(Equipment will be stored on trailer and transported to/from classroom each day)*
- ☒ *Recruit and refer students to the GIVE 2.0 work-based learning program.*
- ☒ *Communicate and collaborate with all partners.*
- ☒ *Support the GIVE 2.0 program in developing appropriate curricula and helping to establish clear linkages with industry demand.*
- ☒ *Establish a collaborative relationship with MSCC faculty and staff including having your school's staff committed to working in the program.*
- ☒ *Complete paperwork related to and associated with the program within a timely manner.*
- ☒ *Provide access to assessment and other available data for the purposes of program evaluation.*
- ☒ *Assist the program in developing, implementing, and making progress on its sustainability plan.*
- ☒ *Participate on the Advisory Team*

Meetings

All major administrative decisions concerning the GIVE 2.0 program shall be brought to the Advisory Team. The Advisory Team consists of Warren County BOE/High School, Motlow State Community College, Upper Cumberland EMS, and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least two times per year, or as needed, about key decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program. If partners cannot come to a mutual agreement, the lead agency, MSCC, will have final decision-making authority.

Funding

Funding for the project will be provided from the grant budget, Warren County BOE will not bear any funding responsibilities.

Duration

The agreement is for a period of 30 months beginning with the execution of a grant contract and a preference for maintaining a long-term alliance to help provide skills training and meet industry workforce needs.

Procedures for Modification and Termination

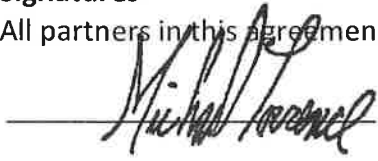
- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator for approval.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the GIVE 2.0 grant program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

A handwritten signature in black ink, appearing to read "Michael Torrence", written over a horizontal line.

Michael Torrence
President
Motlow State Community College
Date:

A handwritten signature in black ink, appearing to read "Tracy Risinger", written in a cursive style.

Tracy Risinger
Position CTE Director
Organization WCBOE
Date: 9/7/2021



Upper Cumberland EMS Directors Association

President: Timothy Booher
Secretary: Tiwana Bricker

Vice President: Tim Perry
Treasurer: Timothy Booher

August 2, 2021

To: Houston Austin
Program Director
Motlow State

I am writing this letter in support of EMS Education Programs that are or will serve the students of the Upper Cumberland area. We the Upper Cumberland Directors want to have a robust opportunity for students to have access to educational institutions throughout the area. It is our intent that would infuse more providers in the workplace providing urgent medical care to our citizens that we serve on a daily basis. We as a group will gladly support these opportunities both now and in the future moving forward.

Thanks in Advance

Sincerely,

Timothy Booher
President/Treasurer
UCEMS Directors Assoc.
(615) 829-4659
Timothy.booher@air-evac.com



Warren County E.M.S.

To Whom Concerns:

Warren County Ambulance Service is in full support of the Give 2.0 Grant. We feel that this would help greatly with the shortage issues that we are facing today in EMS.

Director

A blue ink signature of Preston Denney, written in a cursive style, extending across the right side of the page.

Preston Denney





DEKALB COUNTY EMS

248 Meadow Brook Drive
Smithville, TN 37166
(615) 597-6768



08/02/2021

This letter is being wrote in support of the potential grant that Motlow Ems Education is perusing. If awarded this grant will allow the program to add a paramedic program close to our county. Finding and hiring paramedics have become challenge in the past years. Being able to train more in a years' time will greatly help this situation. Also the equipment that can be obtained will also be beneficial to in house training that is provided by Motlow Ems. If you have any questions please feel free to reach out to me.

Hoyte E. Hale

DeKalb County EMS Service Director/Paramedic

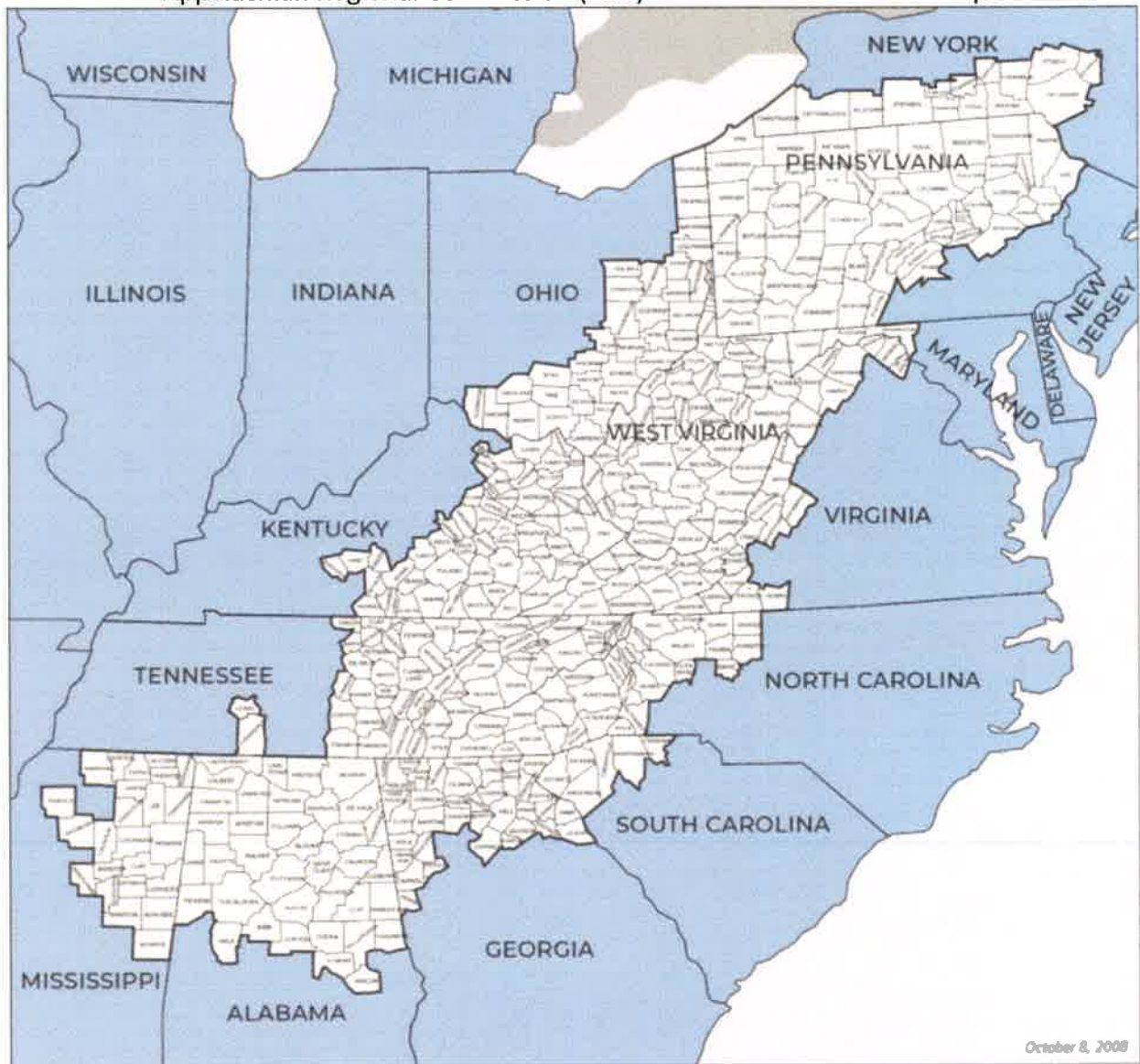
Appendix D – Project Timeline

October/November 2021:	Execute Grant Contract
December 2021:	Advertise for Project Coordinator
January 2022:	Hire Project Coordinator
February/March 2022:	Bid/Procure Equipment
March/April 2022:	Equipment Installation
	Post Recruit EMT Faculty Position(s)
April/May 2022:	Train the Trainer (EMT Course) for School System Faculty
June/July 2022:	Hire EMT Faculty Position
	Host EMS Junior Academy
August- December 2022:	Highschool Senior – Medical / Trauma 1
	Skills Training 1
	Clinical Evaluations 1
January 2023 – May 2023:	Highschool Senior – Medical / Trauma 2
	Skills Training 2
	Clinical Evaluations 2
June/July 2023:	Inspect equipment
	Identify prospective students for the 2023 school year
August 2023 – December 2023:	Highschool Senior – Medical / Trauma 1
	Skills Training 1
	Clinical Evaluations 1
January 2024 – May 2024:	Highschool Senior – Medical / Trauma 2

	Skills Training 2
	Clinical Evaluations 2
June/July 2024:	Inspect equipment
	Identify prospective students for the 2024 school year
August 2024 – December 2024:	Highschool Senior – Medical / Trauma 1
	Skills Training 1
	Clinical Evaluations 1
January 2025 – May 2025:	Highschool Senior – Medical / Trauma 2
	Skills Training 2
	Clinical Evaluations 2
June/July 2025:	Inspect equipment
	Identify prospective students for the 2025 school year
August 2025 – December 2025:	Highschool Senior – Medical / Trauma 1
	Skills Training 1
	Clinical Evaluations 1

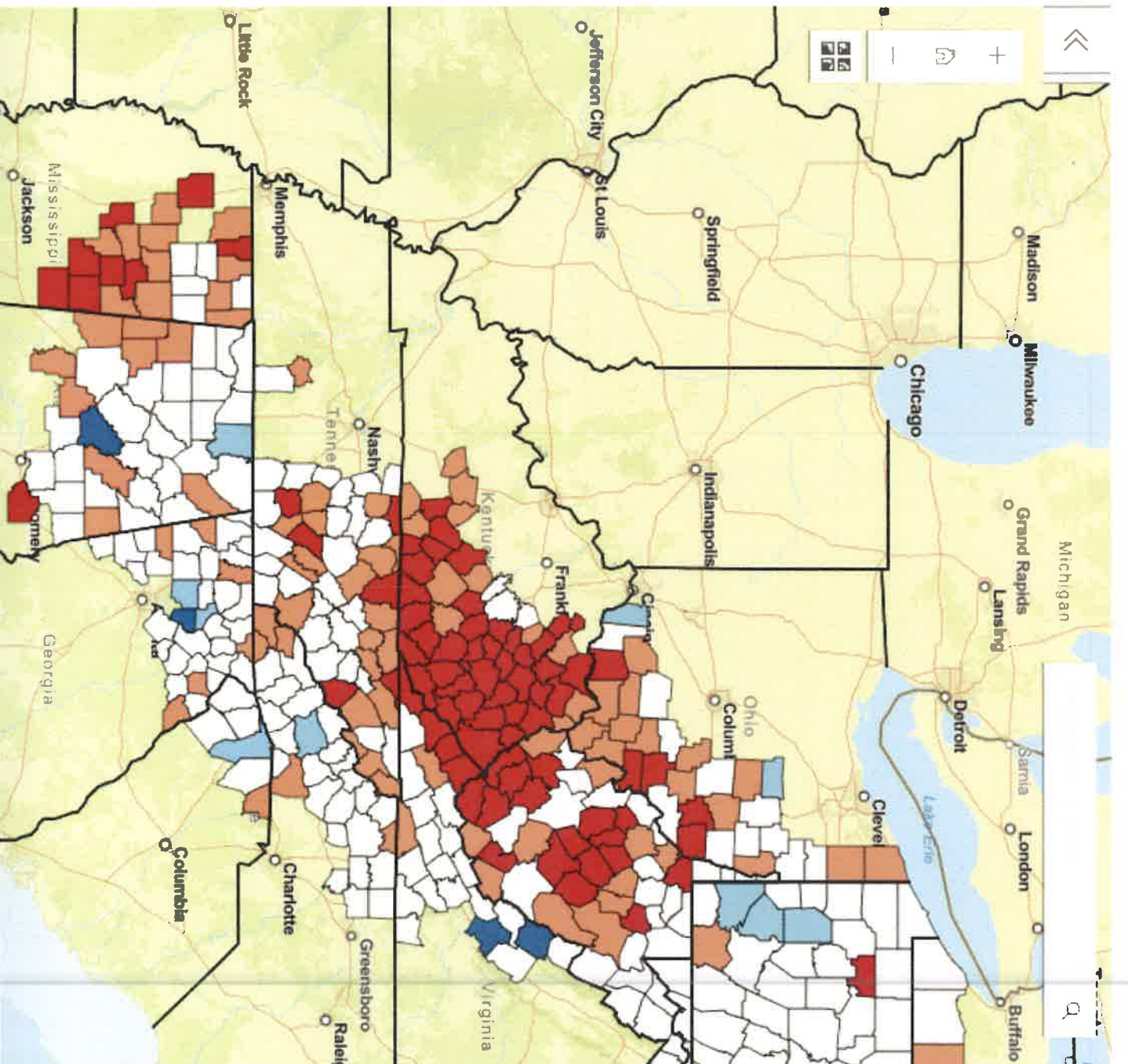
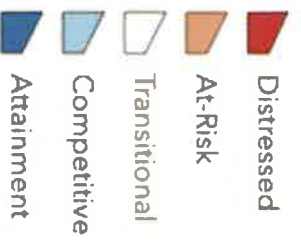
Appendix E

Appalachian Regional Commission (ARC) at-risk economic status maps

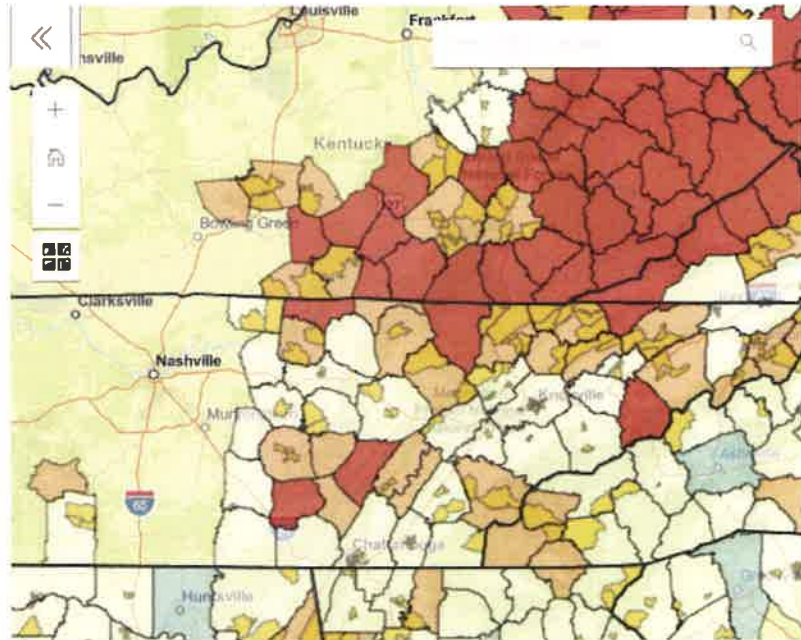


Legend

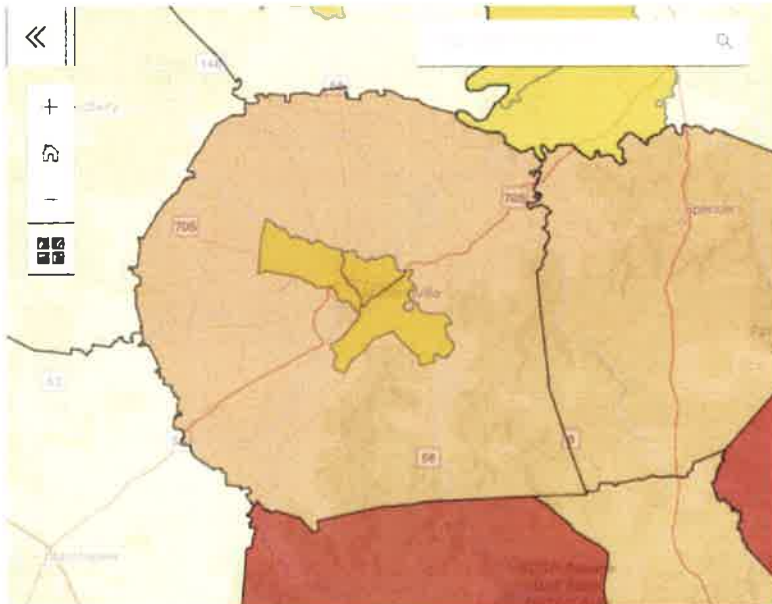
County Economic Status, FY 2022



County Economic Status and Distressed Areas, FY 2022



County Economic Status and Distressed Areas, FY 2022



Appendix F – Project Staff

Houston Austin, Project Director

Motlow EMS Program Director

Motlow State Community College

B.S. Provident University

Kenny Moffitt, Project Co-Director

Motlow EMS EMT/AEMT Coordinator

Motlow State Community College

A.A.S. Chattanooga State Community College

B.S. Columbia Southern University (Currently)

Tammy O'Dell, Grant Administration

Director of Grants

Motlow State Community College

B.S. Tennessee Technological University

M.S. Austin Peay State University